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EXPECTATIONS FOR REQUIRED COMPETENCIES OF THE PROVINCIALLY APPOINTED SCHOOL SUPERINTENDENT

by

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "Expectations For Required Competencies Of The Provincially Appointed School Superintendent" submitted by Lloyd Andrew Campbell in partial fulfilment of the requirements for the degree of Master of Education.

ABSTRACT

The purpose of this study was to determine to what extent present superintendents and school board chairmen expect an Alberta provincial superintendent to possess fifty suggested competencies. The sample groups consisted of fifty-eight provincially appointed school superintendents and corresponding school board and school committee chairmen throughout Alberta.

Data were collected by forwarding a questionnaire to each chairman and to each superintendent. The questionnaire asked each respondent to rate the importance of fifty suggested competencies which were selected from an extensive list developed by Graff and Street. Statistical analysis was performed using frequency distributions, percentage frequency distributions, ranks and the Kolmogorov-Smirnov two-sample test for independence.

Superintendents expected thirty-two competencies to be required competencies for an Alberta provincial superintendent. The Promotion and Stimulation Competency Area was considered by superintendents to contain the largest percentage frequency of required competencies.

Chairmen expected twenty-one competencies to be required for an Alberta provincial superintendent. The Instructional Improvement Competency Area was considered

by chairmen to contain the largest percentage frequency of required competencies.

Chairmen and superintendents collectively agreed that twenty competencies were required for Alberta provincial superintendents. Chairmen and superintendents agreed that competencies in the Promotion and Stimulation Competency Area were required more often for superintendents than competencies in any other Competency Area. The Business Management Competency Area contained the smallest percentage frequency of required competencies according to the collective expectations of both groups.

Significant differences between the expectations of chairmen and superintendents at the 0.10 level were found for six of the fifty suggested competencies. No significant differences at the 0.10 level were found between the expectations of superintendents with graduate training in educational administration and superintendents without such training.

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CHAPTER I

STATEMENT OF THE PROBLEM AND ITS SIGNIFICANCE

The School Act of Alberta was amended in 1968 to allow the Minister of Education to authorize division boards and county committees to appoint a superintendent of schools. (5:75) This new legislation may be regarded as a milestone in the evolutionary development of local school government in Alberta but it is important to emphasize, as Maertz points out, that "the amendment could eventually affect some sixty-one large rural school systems." (7:7) One result may be that some provincially appointed school superintendents will be succeeded by locally appointed school superintendents in the near future. Therefore, it is important that school boards understand which competencies should be possessed by a school superintendent, since some boards will be appointing superintendents for the first time.

This study attempted to determine which competencies were required of a provincially appointed superintendent, according to the expectations of provincially appointed Alberta superintendents and school board chairmen in corresponding divisions and counties. The theoretical basis of the research was the Competency Pattern concept of Graff and Street. (6:83-84)

In this chapter, terms are defined, the general problem and sub-problems are stated, and the significance of the study is outlined. Various opinions from the literature are included to support statements which indicate the significance of the research.

Definitions

General terms. General terms which were important to this study were defined as follows:

1. The term expectations refers to opinions of respondents with regard to suggested competencies which ought to be possessed by an Alberta provincial superintendent.

2. The term provincially appointed school superintendent (also referred to as an Alberta superintendent, or a provincial superintendent, or, a superintendent) refers to a superintendent of schools in a school division or county of the Province of Alberta, appointed by the Alberta Department of Education and presently serving in that capacity.

3. The term school board chairman (also referred to as an Alberta school board chairman, or, a chairman) refers to an individual who is presently a chairman of a school board or school committee in an Alberta school division or county, provided that such division or county is presently served by a provincially appointed superintendent of schools.

Competency Pattern concept terms. Some terms

relating to the Competency Pattern concept of Graff and Street (6:83-84) were modified for purposes of this study. Competency Pattern concept terms were defined as follows.

1. The term Competency Pattern concept refers to the theoretical idea of Graff and Street (6:83-84) that the overall competencies of an encumbent of any position can be systematically determined and systematically described.

2. The term Competency Pattern refers to the overall description of required competencies of an Alberta provincial superintendent. In determining the overall description, the elements of theory, role, interrelationships and competencies are combined in accordance with the Graff and Street Competency Pattern concept. (6:83-84)

3. The term theory refers to the basic beliefs or values which a provincial superintendent uses as guides for his way of living.

4. The term role refers to the pattern of behaviour of a provincial superintendent which occurs as a result of his performance of critical tasks.

5. The term critical tasks refers to those tasks or duties that an Alberta superintendent must be able to perform.

6. The term interrelationships refers to the interactions which must be present to enable a provincial superintendent to combine his individual competencies so that desired behaviour patterns will result.

7. The term competencies refers to all those skills,

attitudes, understandings and knowledges that may be necessary to enable an Alberta superintendent to do the critical tasks of his job. All references to the term competencies refer to suggested competencies unless otherwise indicated.

8. The term required competencies refers to suggested competencies which were found to be important for a provincial superintendent to possess, according to the expectations of at least 80 per cent of a response group in this study.

9. The term Competency Area refers to individual competencies of a provincial superintendent which have been grouped together in eight areas, in accordance with the Competency Pattern categorization of Graff and Street. (6:223)

General Statement of the Problem

The problem was stated in the following general way: To what extent do present provincially appointed superintendents and school board chairmen expect an Alberta superintendent to possess fifty suggested competencies?

Statement of Sub-problems

This study was descriptive rather than hypothesis-testing. An attempt was made to obtain information relevant to the following sub-problems.

1. What required competencies do provincial school superintendents expect a provincial superintendent in Alberta

to possess?

2. What required competencies do school board chairmen expect a provincial superintendent in Alberta to possess?

3. What required competencies do school board chairmen and provincial superintendents agree should be possessed by a provincial superintendent in Alberta?

4. Are there significant differences between the expectations of school board chairmen and provincial superintendents?

5. Are there significant differences between the expectations of provincial superintendents with graduate training in educational administration and the expectations of provincial superintendents who have not received such training? A superintendent who has received a graduate diploma, a master's degree or a doctoral degree in educational administration was considered to have graduate training for purposes of this sub-problem.

Significance of the Problem

The study was considered significant for three reasons: (1) it could assist school boards and the Alberta Department of Education in performing the important function of selecting a superintendent of schools; (2) it could determine some of the unique competencies required by school superintendents in Alberta; (3) it could assist university departments of educational administration in

determining their preparation programs, by providing more research findings in the area of required competencies of superintendents in general and of Alberta superintendents in particular.

Maertz (7:8-9) reports that the minimum qualifications required by the Minister of Education before he will permit a school board to appoint a superintendent are:

(1) a superintendent must possess an Alberta teaching certificate;

(2) a superintendent must have completed five years of teaching in the classrooms of Alberta or other Canadian provinces;

(3) a superintendent must have achieved a university degree from the University of Alberta or from another university of equivalent standing;

(4) a superintendent must have pursued graduate study of at least one year's duration, preferably in the field of educational administration, at the University of Alberta or at another university of comparable standing.

These guidelines are of limited value in assisting local school boards in selecting a superintendent. Stapley has written the following concerning the United States situation:

> Selecting a superintendent of schools to guide the educational program of a community is perhaps the most important single responsibility of a board of education. Yet in far too many instances, this vital appointment is made without careful thought, deliberate planning, and thorough consideration. (11:31)

The importance of Alberta school boards selecting a superintendent is stressed by the Canadian writer Maertz who states that "this single decision can have greater impact upon the direction and productivity of the educational enterprise than any other." (7:7) Tuttle regards the selection of a superintendent as "the most important task a school board must perform whenever circumstances require it." (12:95)

A. R. Dykes, University of Tennessee, believes that school boards and superintendents must determine the specific or unique competencies which a superintendent should be expected to possess. He suggests that unless this question is satisfactorily answered by the board and the superintendent, ineffective relationships will result and the entire program of a school district will suffer. (3:118)

In 1965, a joint publication entitled The Unique Role of the Superintendent of Schools (8) was published by the Educational Policies Commission of the National Education Association of the United States, and, the American Association of School Administrators. The publication stressed the overall importance of identifying unique superintendent competencies.

The unique competencies of the school superintendent have been described in different ways but R. E. Wilson, Temple University, concludes:

Despite the kaleidoscope nature of the work and the wide

> range of abilities men bring to the job, there are still recognizable characteristics common to the majority of successful superintendents. (13:181)

This statement emphasizes the importance of carrying out research in the area of required competencies for school superintendents. The American Association of School Administrators and the Research Divison of the National Education Association in reporting the results of a 1960 study of the American school superintendent indicated that certification agencies stressed the importance of teaching experience for superintendents but superintendents did not agree. Instead, "other qualifications rarely developed in training programs and never asked for in certification ranked high in the opinion of superintendents." (1:46) Such findings and comments suggested that a study of Alberta superintendents could be a useful research project particularly in view of the importance of the superintendents' role in this province.

Research findings in the area of required competencies of school superintendents in general and Alberta superintendents in particular have been very limited to date. Graff and Street (6) contributed a valuable study of required competencies for educational administrators in 1956. As previously mentioned, the American Association of School Administrators and the National Education Association (1) carried out a study in 1960 to determine required competencies of American school superintendents. Canadian role studies have been completed by Finlay (4), Sherk (10),

Collins (2), Ready (9), and others. While these studies have contributed to a greater understanding of the superintendents' tasks, the required competencies which a superintendent should possess if he is to be able to perform such tasks should also be examined. This research was designed to provide a descriptive examination of what Engleman and Lambert refer to as " . . . the complex galaxy of professional competencies which the superintendency demands. . . . " (6:vi)

Summary of Chapter I

The general problem involved a description of the extent to which present superintendents and school board chairmen expect an Alberta superintendent to possess certain suggested competencies. Several sub-problems were formulated dealing mainly with descriptions of expectations and comparisons between groups.

Statements by experts in the study of educational administration supported the need for greater understanding of the required competencies of school superintendents.

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CHAPTER II

REVIEW OF PERTINENT LITERATURE

This review of literature covers two main areas: (1) the Competency Pattern concept, and (2) literature concerning school superintendents.

I. THE COMPETENCY PATTERN CONCEPT

Writers have suggested that it is possible to develop a list of required competencies for educational administrators. In 1966, Campbell, Corbally and Ramseyer stated the following: "An early study of this problem provided an excellent statement of the criteria used by the researchers in developing such a required list." (8:317) The study to which they refer was reported by Graff and Street in 1956, in Improving Competence in Educational Administration. (16) Also in 1956, Pierce observed that the Graff and Street book was an important attempt to construct an instrument which will be of particular value to those who are engaged in the professional preparation of educational administrators. He contended: "It should be consider a high water mark in the struggle of educational administration to achieve the status of a discipline." (16:xi)

Background of the Study

The W. K. Kellogg Foundation supported many groups in the Cooperative Program in Educational Administration. One such group, in the Southern States Cooperative Program in Educational Administration, consisted primarily of school administrators and professors from eleven southern states. This group was interrupted in its attempt to devise a program for the improvement of professional education of administrators by a lack of an adequate description of competence. The Competency Pattern concept came into being to meet this need. According to Pierce, the original project proved to be a very successful endeavour. He notes that Graff and Street contributed greatly to the development of the original Competency Pattern concept. However, he points out that in their book of 1956, the original idea is broadened and expanded. (16:xii)

Development of the Competency Pattern Concept

Graff and Street observe that man has always searched for competence. They suggest that in the complexity of modern civilization, it is inadequate to describe competency in terms of traits. Rather, competency must be viewed in terms of behaviour patterns. The Competency Pattern concept refers to an ideal behaviour pattern. The findings of McCarthy (21), Flanagan (14), the Southern States Cooperative Program in Educational Administration (27), and

Fryklund (15) are used extensively by Graff and Street in the development of their Competency Pattern concept.

The daily activities of men who are regarded by many colleagues as being very competent, are observed when a Competency Pattern is constructed. The Graff and Street Competency Pattern concept is the theoretical idea that it is possible to systematically observe and describe competent behaviour. There are four Competency Pattern elements:

1. theory - beliefs and values are considered to be the first important element.
2. job tasks - the job tasks which must be performed are considered to be the second important element.
3. required competencies - the third element consists of competencies required to facilitate the performance of job tasks.
4. interrelationships - the fourth element is the interrelationships which must exist between each of the other three elements in order that a competent behaviour pattern will result.

According to Graff and Street, a Competency Pattern is "a statement of the factors and relationships which occur in the best kinds of human behavior." (16:83) For purposes of this study, a Competency Pattern refers to the overall description of the required competencies of an Alberta provincial superintendent. Numerous research studies are required before a complete Competency Pattern can be

developed.

One important feature of the Competency Pattern concept is the recognition that competence refers to the performance of a specific task. Consequently, previous role studies greatly facilitate a follow-up study of required competencies, since it is imperative to know what tasks must be performed before attempting to determine the required competencies necessary to enable individuals to perform such tasks. Also, the Competency Pattern concept incorporates the idea that competence is not independent of observable behaviour. Graff and Street report:

> By definition, competence represents behavior of a desired type and quality, and this behavior, or its direct results, may be readily observed. This is necessary to place competence upon an experimental basis. (16:91)

But the Competency Pattern idea is an organismic concept which recognizes that many parts or elements are so mutually dependent "that the relation of one element to another is governed by the relation of all to the total organism." (16:92-93) Therefore, it is not possible to describe competence merely by listing the individual parts or items. Competency Patterns are necessary if a meaningful list is to be constructed. Graff and Street emphasize that the Competency Pattern concept can be used in constructing an instrument to describe quality behaviour. The concept is flexible to the extent that an "ideal" form of any observable behaviour may be systematically described. (16:82)

Foundations of the Competency Pattern Concept

Graff and Street attempt to provide a thorough philosophical justification of the Competency Pattern concept. This is necessary because the concept implies the existence of a "right" or "wrong" way to perform. The importance of being able to use the scientific method in construction of a Competency Pattern concept must be strongly emphasized. Their definition of the scientific method is that it "represents an attitude toward truth and constitutes a procedure for applying certain rigorous criteria to the attitudes and findings." (16:141) Graff and Street stress the importance of accepting the validity of the scientific method. They observe:

> It becomes obvious that the scientific method must be accepted as a valid procedure before there is any need for involved consideration of the Competency Pattern. (16:148)

Graff and Street state: " . . . the Competency Pattern is heavily dependent upon the scientific method for its facts, for its general procedures, and for its basic conceptual notions." (16:139)

Although they do not expect the Competency Pattern concept to bring about an easy change in our social or cultural patterns of behaviour they believe that the concept will provide researchers with a useful technique for research purposes. They also believe that it will provide a model which can be used effectively for purposes of job description. (16:145) A flexible pattern of behaviour is

necessary in the complex society of today. Therefore, an instrument which is expected to describe such behaviour in a meaningful manner, must be an instrument which can be adjusted to describe whatever unique competencies may be required. The Competency Pattern concept is intended to enable a researcher to develop a flexible instrument of this nature.

Utilization of the Competency Pattern Concept

Graff and Street suggest a variety of possible uses for the Competency Pattern concept. This section considers the utilization of the Competency Pattern concept as : (1) a basis for improvement of preparation and training programs, and (2) a guide for the selection and upgrading of personnel.

Improvement of preparation and training programs. The Competency Pattern concept "not only gives a description of the thing to be structured but contains . . . implications regarding the kinds of activities necessary to achieve competence." (16:260) If a Competency Pattern concept can be improvised to meet a particular situation, "a well-described portrait of the competent person and . . . some effective directions for achieving competence" can be the result. (16:261)

When used as a basis for improvement of preparation and training programs, Graff and Street believe that the Competency Pattern concept can be used to obtain a compre-

hensive description of the behaviour which is being examined. They state:

> It identifies the commonly used methods, theory, tasks, understandings, knowledge and skills appropriate to the area. It indicates the assumptions and operational beliefs held by an individual who performs competently in that area. (16:276)

The authors stress that although the job of each administrator will have unique characteristics, some characteristics will be common to all administrative jobs. Therefore, one of the tasks of a good preparation or training program is to determine in advance the common characteristics and to adjust the program in accordance with the common features.

Selection and upgrading of personnel. When considering the use of the Competency Pattern concept to select personnel, Graff and Street suggest that present selection devices usually pick out personnel who would probably succeed in almost any kind of endeavour. Using the Competency Pattern concept in selecting personnel enables those who select to use more meaningful criteria than personal traits. Graff and Street write:

> When selection is made on the basis of traits, it is no real selection. However, when selection is made on the basis of performance of specific tasks, such as will be the case under the Competency Pattern, a much more specific kind of evaluation is possible. (16:285-286)

Upgrading of personnel refers to training employees to perform new tasks requiring competencies which are more complex and difficult than competencies required to perform present tasks. When using the Competency Pattern concept

to upgrade personnel, Graff and Street suggest that a very realistic approach is to examine the elements of the concept, especially the job tasks and the required competencies. When the tasks are identified and the required competencies are known, correct selection of personnel becomes a much easier process. Also, using the Competency Pattern concept the easier tasks will be identified and assigned to less experienced personnel, and the more difficult tasks can be assigned to the more experienced personnel. Job placement could be more realistic and the process of upgrading personnel could also be made easier. (16:286) They conclude their arguments for using the Competency Pattern concept for purposes of selection and upgrading by making the following statement:

> Only upon such basis can a logical training program be organized which will prepare people for performing these tasks and will improve their capabilities so that they can take on more advanced productive tasks. (16:286-287)

Application of the Competency Pattern Concept

This section considers the application of the Competency Pattern concept as: (1) a general descriptive instrument for describing the required competencies of educational administrators, and (2) as a specific descriptive instrument for describing the required competencies of Alberta school superintendents.

A general descriptive instrument. In order to

apply the Competency Pattern concept to the description of required competencies of educational administrators in general, Graff and Street first analyze external factors such as the community setting. Secondly, they analyze each of the four elements which constitute the basic structure of the concept. Theory, tasks, required competencies and interrelationships are considered in that order.

An educational administrator will be greatly influenced by the external setting in which he operates. An infinite variety of roles exist which a community could demand of an educational administrator. Unless an educational administrator understands his community, his competence will probably be seriously limited. Identifying possible influences within the community is important to all members of a community but is especially important to those who are expected to provide educational leadership. (16:153)

Graff and Street describe the important element of theory as follows:

> As used here theory refers to the basic beliefs which a person accepts as the guides for his way of living. It includes what we mean when we talk about democratic theory of social living, the worth and dignity of all individuals, our concepts of the nature of truth. . . . Since these kinds of theories are basic to all human operations in the Competency Pattern they are given a considerable emphasis; in fact, the theory forms the foundation for the whole pattern. (16:216-217)

Role or job tasks is the second important element of the concept. It is essential that the "critical tasks" of a job be known. The Graff and Street definition is:

"A critical task is one whose non-performance will be detrimental to the outcomes needed for successful educational administration." (16:201) These writers use four criteria to establish seven critical task areas for educational administrators. The criteria are: (1) it must be possible to identify the task as a unit of behaviour, (2) it must be possible for a competent observer to identify a task as "a step in the accomplishment of some desired purpose" (16:202), (3) it must be possible for different methods to be used in performing the task, and (4) it must be possible to see significant relationships between the task and "all the other elements of the ongoing task of educational administration." (16:203) As a result of using these criteria, Graff and Street identified the following seven critical task areas for educational administrators: (1) Curriculum and Instruction, (2) Student Personnel, (3) Staff Personnel, (4) School Plant, (5) Organizational Structure, (6) Finance and Business Organization, and (7) Transportation.

The third important element of the Competency Pattern concept concerns the competencies required to enable an individual to perform the critical tasks of his occupation. Graff and Street refer to required competencies as

> . . . the personal equipment which the individual brings to the job. It includes knowledges, skills, attitudes, understandings, and other abilities which may be developed through experience. (16:220)

They assume that there is a body of required competencies

which is "common to the general requirements of educational administration." (16:219) They also assume that the required competencies can be identified and used in training programs for educational administrators. Concerning educational administration as an organized discipline, Graff and Street believe that it will find its logical subject matter in the required competencies needed to discharge the tasks of educational administration. (16:216)

The element of interrelationships is the fourth element and refers to the interactions between the first three elements. Graff and Street view a Competency Pattern concept as incomplete unless the element of interrelationships is present. They write: "Competence does not result until all of these elements are present and are interacting so as to form relationships appropriate for the task at hand." (16:216)

A specific descriptive instrument: the questionnaire. In order to apply the Competency Pattern concept to the description of required competencies of Alberta school superintendents, a questionnaire was constructed. (Appendix A) Although the four elements were used as the general criteria for construction of the questionnaire, the focus was upon the required competency element since this was the major area to be described by this research. The four criteria used in selecting a competency item for the questionnaire were as follows:

(1) an item was perceived to be compatible with other items within each individual Competency Area;

(2) an item was perceived to relate meaningfully to the job tasks of the superintendent, as determined in previous studies by Finlay (13) and Sherk (26);

(3) an item was perceived to be related in a meaningful way to job performance and was thought to be used frequently in the planning and execution of the tasks of the provincially appointed superintendent of Alberta;

(4) each item was either a skill, an attitude, a knowledge or an understanding.

Graff and Street list approximately 300 competency items which may be important for an educational administrator to possess. Fifty of these items were selected for purposes of constructing a questionnaire for this study. (Appendix A) The questionnaire in Appendix A is the result of a number of changes in the original one, in accordance with the opinions of two staff members and several graduate students of the Department of Educational Administration, University of Alberta. Also, the opinions of two former provincially appointed school superintendents of Alberta and the Executive Secretary of the Alberta School Trustees' Association were very useful in constructing the instrument. A four-point rating scale was used in the questionnaire. Responses of 1 indicated <u>extremely important</u>, responses of 2 indicated <u>important</u>, responses of 3 indicated <u>seldom important</u>, and responses of 4 indicated <u>unimportant</u>.

There are seven operational areas for critical tasks listed by Graff and Street. However, these seven categories do not serve well as categories for competency items "because of the large amount of repetition that will take place." (16:223) Therefore, eight competency categories have been developed. Graff and Street indicate:

> Obviously these categories overlap somewhat, and there are probably some omissions. Nevertheless, they will contain [the competency items appropriate to the seven task areas]. (16:223)

The eight competency categories are referred to as Competency Areas in this study. They are: Cooperative Endeavour, Curriculum Development, Learning and Working Atmosphere, Instructional Improvement, Promotion and Stimulation, Guidance, Business Management, and Program Evaluation. Graff and Street believe that when skills, attitudes, knowledges and understandings are used in relationship with the eight Competency Areas, "a convenient form is established for organizing the [required competencies] of educational administration." (16:224)

With reference to the Graff and Street concept of grouping required competencies, Campbell, Corbally and Ramseyer agree that competency must be thought of in terms of patterns rather than as isolated traits. (8:318) The American Association of School Administrators also agree when they state:

> Each aspect of the superintendent's leadership responsibility is a totality rather than a series of discrete and separate functions that are but loosely tied together. (2:15)

II. LITERATURE CONCERNING SCHOOL SUPERINTENDENTS

The purpose of this section is to review the role of school superintendents and the competencies required to enable a superintendent to perform the tasks of his role.

The Role of School Superintendents

Many writers have stressed the importance of the role of a school superintendent and the difficulty of performing his duties in an effective manner. Dykes has suggested that very often superintendents are expected to be omniscient people who are capable of solving problems regardless of circumstances or complexity. (11:97) People in different walks of life have different expectations for the superintendent's role. Bruce notes that a political scientist has a much different expectation for the superintendent than do superintendents and their professional organizations. (5:77) The National Education Association of the United States describes the difficulty of the superintendent's role in these words:

> It is of major importance that the job of the superintendent be done well. But the superintendency is inherently difficult and complex and is today further complicated by the great changes which are sweeping civilization. (24:1)

Maertz emphasizes both the importance and the difficulty of the superintendent's role when he observes: "The role of the superintendent has been described as being one of the most crucial and perhaps most difficult public positions." (22:7) The American Association of School

Administrators points out the importance of the superintendent's role as follows:

> If the school superintendent lacks vision and falls short in his committment to the schools, a generation of youth misses its opportunities to develop its full potential and every facet of community life suffers the consequences. (2:7)

This observation by the Association appears to overstate the importance of the superintendent role. However, every indication suggests that his position is increasing in importance from year to year.

The importance of the role of the superintendent has been described above. The role of the school board is also important. Bruce identifies school board members as the representatives of the people who own and support the schools. He elaborates as follows: "They project public responsibility for and faith in education. As representatives of the people they are the first and last word on the meaning of 'good schools'." (4:80)

Maertz stresses the importance of the school board and superintendent relationship concerning the matter of understanding each other's role. He indicates that unless this matter is resolved the board will nullify the competence of their superintendent. (22:9) Griffiths (18:12) and Abbott (1:1) agree with Maertz. This position seems to be a particularly relevant point of view.

Dykes refers to the importance of the role of the superintendent in developing an effective relationship because of the unique position of the superintendent. He

advises the following:

> The board and the superintendent must continuously appraise their working relationship, eliminate the bad, and emphasize the good if they are to perform effectively the task of educational leadership. The matter is far too important to be left to chance. (11:104)

Role Studies

Role studies are prerequisites for a study of required competencies. The tasks must be identified before an examination of competencies is possible. Several important role studies have been completed establishing a line of inquiry which this research has attempted to extend.

In 1961, Finlay focused upon the expectations of school boards for the role of the provincially appointed superintendent in Alberta. (13) He used seven task areas in construction of his instrument. They correspond very closely to the seven areas used by Graff and Street in construction of the Competency Pattern for educational administrators. He reported the following results:

1. Alberta school boards expect that Alberta superintendents will perform those tasks related to the Instructional Leadership Area. Boards ranked these tasks as the most important for superintendents.

2. Alberta school boards expect that under their direction, Alberta superintendents will perform those tasks relating to the hiring and placing of teachers. The Hiring and Placing of Teachers Task Area and the Pupil Personnel

Task Area were equally ranked as the second most important Task Areas.

3. The areas of (a) Provision and Maintenance of School Facilities, (b) Administrative Organization and Structure, and (c) Public Relations, were ranked fifth in importance by the school boards.

4. Alberta superintendents are expected to perform the tasks of directing the work of locally employed supervisory personnel. However, superintendents were not expected to perform the tasks of directing the work of non-professional staff.

5. Tasks relating to the School Finance Area were ranked least important for the provincially appointed Alberta superintendent of schools.

In 1964, Sherk focused upon the expectations and perceptions of principals for the role of the provincially appointed superintendent in Alberta. (26) Sherk used six task areas similar to the seven used by Graff and Street. This study found a wide variation in expectations and perceptions of principals for the role of the provincially appointed superintendent. He reported the following results:

1. Principals most frequently expected action by the superintendents in consultation with the principal. However, principals of smaller schools expected more independent action by superintendents.

2. Principals generally expected superintendents to act in consultation with the principal to a greater

degree than they perceived he was doing. Comparison of principals' expectations and perceptions revealed differences significant at the 0.05 and 0.01 levels for twenty-nine of the fifty-three task items investigated.

Superintendent Competencies

This research focuses upon the required competencies of the Alberta superintendent. In doing so, the other three elements of the Competency Pattern are incorporated in order to achieve a meaningful description of the Alberta superintendent's Competency Pattern. Skills, knowledges, understandings and abilities of superintendents are important when attempting to analyze required competencies.

Skills. The school superintendent will require different skills in different situations. In general, however, Maertz suggests that "he must have technical skills and a keen business sense." (22:8) The American Association of School Administrators reports that the conceptual skill to see the whole picture was found by a recent study to be the most important qualification perceived by American superintendents. (3:46-47) According to Griffiths, "Developing what is commonly called 'high morale' is a major task of the superintendent falling within the category of human skills." (18:105) Campbell asserts that "the superintendency will become still more professional when the superintendent practices more skillfully." (7:17)

Knowledges. Many writers agree with Byrne that technical knowledge is one source of the superintendent's authority, and that "the staff provides the superintendent with a ready source of technical knowledge." (6:7) Cunningham, Downey and Goldhammer emphasize the importance of a superintendent possessing a knowledge of social sciences because social sciences describe "the real world in which human interactions occur and in which human affairs are conducted." (9:99) A study reported by Thomas and Gregg reveals that school boards rely heavily upon their superintendents as suppliers of information. (28:1-4)

Campbell also suggests that a superintendent's practice "reveals the use of an extensive body of knowledge." (7:16) DeLacy believes that a broad knowledge of conditions in society plus a specialized knowledge in administrative technology are the two most important knowledges of a successful administrator. (10:1) Reeves advocates the importance of a school administrator possessing knowledge which is the product of scholarly endeavour. He suggests that knowledge of educational administrative theory is essential for an educational administrator. (25:174-175)

Understandings. According to the American Association of School Administrators, "Understandings of America's cultural heritage perhaps ranks above all other requirements of the successful superintendent." (2:9)

Dykes writes, "Educational leadership today requires an understanding of the cultural and social environment in which the educational enterprise exists." (11:224) Miller believes that a superintendent should have an understanding of leadership, power, influence, group processes, communication and political strategy. (23:105) In 1960 the American Association of School Administrators reported that a study of superintendent perceptions indicated the importance of school superintendents possessing a high degree of ability to understand people. (3:47) Graff, Street, Kimbrough and Dykes suggest that it is essential for superintendents to develop "a philosophical reference point upon which they may base their actions and from which they may receive guidance and direction." (17:96) Such a reference point would be the key to understanding.

Attitudes. Attitudes are an important part of a superintendent's competencies. They are closely associated with the first element of the Competency Pattern referred to as "theory." Campbell, Corbally and Ramseyer stress the importance of a superintendent to be in possession of attitudes which reflect honesty, integrity and loyalty. (8:338) The American Association of School Administrators refers to successful superintendents in terms of possession of a rare attitude which "enables men and women to stand up firmly for what they believe even when the tides of public opinion and the pressures of the times flow

against them." (2:9) The Educational Policies Commission of the National Education Association noted in 1965 that a superintendent should have an attitude which reflects a continuing desire for new learning. His attitude should also enable him to "seek throughout his career to benefit from the thinking of his colleagues." (24:23)

The New Emerging Role of the Superintendent

The role of the school superintendent has been changing in the complex contemporary society. Dykes suggests the need for the development of a new role for school superintendents in his book entitled School Board and Superintendent: Their Effective Working Relationships. (11) Miller believes that the most reasonable approach to take is to form a superintendency team. (23:102) Fensch and Wilson also believe that a team approach for the superintendent is required. Their concept demands a re-orientation rather than a reduction of the superintendent's role. They write:

> The new concept of the superintendent requires technical competence and sophisticated understandings in such wide areas that only a complex staff of administrative personnel might reasonably be expected to possess them. (12:98)

Inkeles points out the vast extent of modern social changes. He observes that behaviour which was considered competent in the past may be regarded as incompetent in the present. Nevertheless, some remarkable people seem to be able to successfully adjust. He asks:

> Are there then some qualities of man which give him a special competence useful in all places and times, qualities especially suited to adapt a man to all waters no matter how fast the current or sudden the changes? (20:283)

To attempt to answer this question seems to be a formidable challenge but a worthwhile endeavour for educational research.

III. SUMMARY OF CHAPTER II

The theoretical basis of this research was the Graff and Street Competency Pattern concept. The concept refers to an ideal behaviour pattern consisting of four elements:

1. theory - beliefs and values;
2. job tasks - role to be performed;
3. required competencies - skills, attitudes, understandings and knowledges needed to perform the job tasks;
4. interrelationships - interactions between the first three elements.

The Competency Pattern concept was used to develop a questionnaire in order to describe the required competencies of Alberta superintendents. Fifty competency items were selected for this study from an extensive list developed by Graff and Street in 1956.

Various writers have expressed different points of view regarding the superintendent's role. The difficulty of his duties, the importance of his position, and the different expectations of different groups for his role, are several topics which were considered. The problems

and importance of the board-superintendent relationship, the findings of role studies by Finlay and Sherk, and the specific skills, knowledges, understandings and attitudes of superintendents, were factors which directly related to this study. The superintendent's new emerging role stresses the need for competence in a world of rapidly changing conditions.

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CHAPTER III

RESEARCH PROCEDURES

This chapter contains descriptions of the method of data collection, the sample, the analytical techniques, a brief classification of study, the assumptions, and the limitations of this research.

The Method of Data Collection

Letters were forwarded to each of the fifty-eight provincial superintendents (Appendix B), requesting each superintendent to participate in the study by completing an enclosed copy of the study questionnaire (Appendix A). Also, letters were sent to each school board chairman in the corresponding school divisions or counties (Appendix C), requesting each chairman to participate by completing an enclosed copy of the same questionnaire (Appendix A). A follow-up letter (Appendix D) was also sent to chairmen and superintendents two weeks after the original request.

The Sample

Questionnaires were forwarded to fifty-eight superintendents and fifty-eight chairmen. Fifty-six completed questionnaires were returned by superintendents which was a response of 96.6 per cent. Fifty-three questionnaires were completed and returned by chairmen

which was a response of 91.4 per cent.

Almost all respondents resided and were employed in rural Alberta. Several responding superintendents lived in urban areas but were employed in nearby rural areas. A total of thirty-seven responding superintendents possessed either a graduate diploma, a master's degree or doctoral degree in educational administration. Nineteen responding superintendents did not possess a diploma or degree in educational administration. The range of years of experience as a teacher or educational administrator varied for superintendents from four years to forty-four years, the mean being approximately twenty-two years. The range of years of experience as a superintendent varied for responding superintendents from one year to thirty years, the mean being approximately nine years. Superintendents reported that the number of years in which they held an administrative position in education varied from four years to forty-one years, the mean being approximately eighteen years. The range of years of post-secondary education for superintendents varied from four years to nine years, with the mean being exactly six years.

A total of forty-five responding chairmen reported that their present occupation was farming, ranching or related agricultural pursuits. The other chairmen were engaged in various occupations including retail business, medicine, pharmacy, law and real estate. The length of

time served as a school board or school committee member varied from one year to thirty-five years, with the mean being approximately twelve years. The length of time served as a chairman varied from one year to twenty years, with the mean being approximately five and one-half years.

Analytical Techniques

Response frequencies, percentage frequencies and ranks for the replies of all respondents for each suggested competency were compiled. Also, the data were analysed to ascertain any significant differences between the expectations of superintendents and chairmen, and, between the expectations of superintendents with graduate training in educational administration and superintendents without such training.

In order to obtain information about the first three research sub-problems listed in Chapter I, the following procedures were employed:

1. Frequencies, percentage frequencies and ranks of the expectations were compiled for superintendents only, chairmen only, and as agreed upon by both groups.

2. Suggested competencies which were considered important by at least 80 per cent of the particular respondent group whether superintendents only, chairmen only or superintendents and chairmen collectively, were arbitrarily assumed to be required competencies for purposes of the first three sub-problems.

3. Responses of 1 and 2 were considered "important" and responses of 3 and 4 were considered "unimportant."

For purposes of Sub-problem Four and Sub-problem Five, the following procedures were employed.

1. Data were analyzed to determine whether significant differences existed between the expectations of superintendents and chairmen, and between the expectations of superintendents with university training in educational administration and superintendents without such training.

2. Responses of 1 were considered "extremely important," responses of 2 were considered "important," responses of 3 were considered "seldom important," and responses of 4 were considered "unimportant."

It was originally intended to use the chi square two-sample test of independence to test for significant differences. (2:200-204) However, an exceptionally small number of cell frequencies in numerous questionnaire response items had the effect of weakening the power of the chi square test. Therefore, the Kolmogorov-Smirnov two-sample, two-tailed test was used to determine significant differences. Walker and Lev refer to the Kolmogorov-Smirnov test as: "A two-sample test which is sensitive to any kind of difference in the distribution from which the samples are drawn. . . ." (4:426-427) According to Siegel, the Kolmogorov-Smirnov test, when applicable, seems to be more powerful in all cases than the chi square test. (3:136)

Classification of the Study

According to Davitz and Davitz, "probably few psychologists or educators would argue against the current need for exploratory, hypothesis-generating, and descriptive studies." (1:6) This research study is classified as a descriptive study. No hypotheses were tested.

Assumptions

The following assumptions were made.

1. School board chairmen and provincial superintendents constituted important reference groups concerning the question of expectations for required competencies of a provincial superintendent.
2. Provincial superintendents and chairmen were able to assess the required competencies of a provincial superintendent.
3. The data received from the questionnaire accurately reflected the considered opinions of the two sample groups.
4. A suggested competency which was considered important for a provincial superintendent to possess according to the expectations of at least 80 per cent of a response group, could be described as a required competency for purposes of the first three sub-problems of this study.

Limitations

1. The study was limited by the fact that the sample consisted only of the superintendents and the corresponding

school board chairmen. It was recognized that the required competencies of the provincial superintendent could be more fully described by taking into consideration the expectations of all groups and individuals associated with him in the school system.

2. The study was limited by the fact that only expectations of what suggested competencies provincial superintendents ought to possess, were examined. Perceptions of what required competencies provincial superintendents actually possess now, were not examined.

Summary of Chapter III

The method employed in collecting data was to send a copy of a study questionnaire to all provincial superintendents and corresponding chairmen. The responding sample included fifty-six superintendents and fifty-three chairmen. Data were analyzed in terms of response frequencies, percentage frequencies and ranks for the first three sub-problems, and by the Kolmogorov-Smirnov two-sample test for the fourth and fifth sub-problems. The study was classified as descriptive. Several assumptions and limitations were stated.

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CHAPTER IV

EXPECTATIONS OF SUPERINTENDENTS AND CHAIRMEN

This chapter contains a description of the expectations of superintendents and the expectations of chairmen, as they relate to each of the first two sub-problems stated in Chapter I. Frequency distributions, percentage frequency distributions and ranks are presented to indicate the extent to which superintendents were expected to possess the suggested competencies of this study. Responses of 1 and 2 were considered important and responses of 3 and 4 were considered unimportant. Suggested competencies which were considered important for superintendents to possess according to the expectations of at least 80 per cent of superintendents or at least 80 per cent of chairmen, were assumed to be required competencies for purposes of Sub-problem One and Sub-problem Two.

I. REQUIRED COMPETENCIES AS EXPECTED BY SUPERINTENDENTS

Sub-problem One was stated as follows: "What required competencies do school superintendents expect a provincial superintendent in Alberta to possess?" Frequency and percentage frequency distributions for suggested competencies considered important by superintendents, are presented in Table I. Thirty-two of the fifty suggested

TABLE I

FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTIONS FOR SUGGESTED COMPETENCIES CONSIDERED IMPORTANT[a] BY SUPERINTENDENTS (N=56)

Item Number	Suggested Competencies	Frequency	Percentage Frequency
	Cooperative Endeavour Competencies		
1	Skill in getting people to work harmoniously as a functioning and purposeful group	56	100.0
2	Skill in leading group discussions without dominating the thinking and forcing conclusions	53	94.6
3	A belief in the usefulness of groups in the solving of common problems	50	89.3
4	A desire to be governed by facts even when they challenge a religious (or other) belief	44	78.6
5	A knowledge of other school problems (local, provincial and national)	53	94.6
6	A knowledge of research procedures	35	62.5

[a]Responses of 1 and 2 were considered "important" for purposes of this table.

TABLE I (continued)

Item Number	Suggested Competencies	Frequency	Percentage Frequency
	Cooperative Endeavour Competencies		
7	An understanding that people have the right to say what their public school program shall be	54	96.4
8	An understanding that the school must logically reflect the community within which it exists	45	80.4
	Curriculum Development Competencies		
9	Skill in getting and using expert opinion when curriculum questions arise	54	96.4
10	A feeling that the project method of learning is the most effective method available for training the kind of citizens needed for our future	33	58.9
11	A belief that the lay man can do effective thinking and, when informed, can make intelligent decisions	47	84.0
12	A knowledge of theories of learning	48	85.7
13	A knowledge of the nature of important world problems	39	69.6

TABLE I (continued)

Item Number	Suggested Competencies	Frequency	Percentage Frequency
	Curriculum Development Competencies		
14	An understanding that memorizing the results of the thinking of others is not a very good way to learn skill in thinking	41	73.2
	Learning and Working Atmosphere Competencies		
15	Skill in recognizing the need for the repair, upkeep, and general maintenance of the educational facilities	44	78.6
16	A belief that the school facility is primarily a tool to promote learning	54	96.4
17	A concern for the emotional well-being and success attitudes of the learners	55	98.2
18	A knowledge of the proper care and maintenance requirements for the physical plant, equipment and supplies	20	35.8
19	An understanding that there is danger of distorting the purpose of the school through excessive interest in activities such as athletics and social events	41	73.2

TABLE I (continued)

Item Number	Suggested Competencies	Frequency	Percentage Frequency
	Learning and Working Atmosphere Competencies		
20	An understanding that quality equipment is essential because of the normal misuse caused by learner inexperience	33	58.9
	Instructional Improvement Competencies		
21	Skill in arousing interest and in stimulating the teacher to purposeful activity aimed at improving instruction	55	98.2
22	A conviction that educational programs must logically reflect the culture within which they exist	47	84.0
23	A feeling that non-learning and arrested growth are frequently associated with health and/or emotional problems, rather than a lack of intelligence	46	82.2
24	A knowledge of the subject matter being taught in the schools of his school district	33	58.9
25	A knowledge of the literature and philosophy of education in general and of educational administration in particular	52	92.9

TABLE I (continued)

Item Number	Suggested Competencies	Frequency	Percentage Frequency
	Instructional Improvement Competencies		
26	An understanding that all learning is in terms of the learner's past experience	42	75.0
	Promotion and Stimulation Competencies		
27	Skill in working with community members to promote a better understanding of the educational program	53	94.6
28	Skill in identifying the "power structure," i.e., key influential persons or groups, within the community	46	82.2
29	A belief that people will support more vigorously an educational program they have helped to plan	50	89.3
30	A feeling that decisions made by informed groups are, in general, more accurate than individual decisions	48	85.7
31	A knowledge of the costs of a program of education	52	92.9
32	A knowledge of legal requirements such as the School Act, Department of Education regulations and others	53	94.6

TABLE I (continued)

Item Number	Suggested Competencies	Frequency	Percentage Frequency
	Promotion and Stimulation Competencies		
33	An understanding that to improve an educational program requires improving the knowledge of the people concerned with the program. (This may include parents, teachers, school board members and others.)	55	98.2
	Guidance Competencies		
34	Skill in cooperating with teachers and school personnel in setting up an adequate guidance program	45	80.4
35	A belief that all persons need, at times and in various ways, to have some guidance	49	87.5
36	A knowledge of various test instruments used for gathering guidance information	26	46.4
37	An understanding that as a school function the guidance program is a responsibility of the total school staff and not a responsibility of the guidance staff alone	50	89.3

TABLE I (continued)

Item Number	Suggested Competencies	Frequency	Percentage Frequency
	Business Management Competencies		
38	Skill in providing for useful inventories of equipment and material	22	39.3
39	A belief that school administration exists wholly for the purpose of furthering the achievement of educational aims of the community	41	73.2
40	A conviction that policies, plans and decisions of a superintendent must reflect a philosophy of education	53	94.6
41	A knowledge of the legal responsibilities of the teacher, and required procedures in events such as accident reporting	41	73.2
42	A knowledge of budget making	46	82.2
43	A knowledge of accounting	16	28.6
44	An understanding that administrative records and record keeping are not defensible except as they serve to facilitate the learning process	38	67.9

TABLE I (continued)

Item Number	Suggested Competencies	Frequency	Percentage Frequency
	Program Evaluation Competencies		
45	Skill in providing methods and techniques of gathering information which reflect program strengths or weaknesses	52	92.9
46	Skill in evaluating performance of those working under his supervision	55	98.2
47	A desire that all members of the community understand the aims, needs, strengths and problems of the school	48	85.7
48	A knowledge of the importance of morale in personnel evaluation, and of the need for the individual to maintain his feeling of security	55	98.2
49	An understanding that democracy requires that those being evaluated have a say in the outcome	48	85.7
50	An understanding that evaluation must be desired if it is to be really effective	44	78.6

competencies were considered to be required competencies for Alberta provincial superintendents, according to the expectations of superintendents, as indicated in Table I.

Individual Competencies

Only one of the thirty-two required competencies was considered important by all superintendents. This competency was Item 1: "Skill in getting people to work harmoniously as a functioning and purposeful group."

The following five required competencies were important to fifty-five of the fifty-six superintendents.

Item 17: "A concern for the emotional well-being and success attitudes of the learners."

Item 21: "Skill in arousing interest and in stimulating the teacher to purposeful activity aimed at improving instruction."

Item 33: "An understanding that to improve an educational program requires improving the knowledge of the people concerned with the program. (This may include parents, teachers, school board members and others.)"

Item 46: "Skill in evaluating performance of those working under his supervision."

Item 48: "A knowledge of the importance of morale in personnel evaluation, and of the need for the individual to maintain his feeling of security."

In general, these six required competencies related directly to the ability of superintendents to demonstrate

an understanding of human behaviour.

The following suggested competencies were considered important by less than 50 per cent of superintendents:

Item 18: "A knowledge of the proper care and maintenance requirements for the physical plant, equipment and supplies." (Important to 35.8 per cent.)

Item 36: "A knowledge of various test instruments used for gathering guidance information." (Important to 46.4 per cent.)

Item 38: "Skill in providing for useful inventories of equipment and material." (Important to 39.3 per cent.)

Item 43: "A knowledge of accounting." (Important to 28.6 per cent.)

In general, these four suggested competencies related directly to skills and knowledges which would enable superintendents to perform specific technical tasks.

Competency Areas

Frequencies, percentage frequencies and ranks of required competencies, grouped by area, as expected by superintendents, are presented in Table II. Ranks were assigned on the bases of frequency and percentage frequency responses for required competencies in each Competency Area. The Promotion and Stimulation Competency Area was ranked first in each instance according to the expectations of superintendents. Each of the seven suggested competencies was expected by superin-

TABLE II

FREQUENCIES, PERCENTAGE FREQUENCIES AND RANKS OF REQUIRED COMPETENCIES[a] GROUPED BY AREA, AS EXPECTED BY SUPERINTENDENTS

Competency Area	Number of Items	Required Competencies			
		Frequencies	Ranks	Percentage Frequencies	Ranks
Cooperative Endeavour	8	6	2	75.0	3.5
Curriculum Development	6	3	5.5	50.0	6
Learning and Working Atmosphere	6	2	7.5	33.3	7
Instructional Improvement	6	4	4	66.7	5
Promotion and Stimulation	7	7	1	100.0	1
Guidance	4	3	5.5	75.0	3.5
Business Management	7	2	7.5	28.6	8
Program Evaluation	6	5	3	83.3	2

[a]Suggested competencies which were considered "important" by at least 80 per cent of superintendents were assumed to be "required competencies" for purposes of this table. Responses of 1 and 2 were considered "important."

tendents to be a required competency for a provincial superintendent. Other ranks assigned to Competency Areas on the basis of frequency responses were as follows: second, Cooperative Endeavour; third, Program Evaluation; fourth, Instructional Improvement; equal fifth, Curriculum Development and Guidance; equal seventh, Learning and Working Atmosphere and Business Management. Other ranks assigned to Competency Areas on the basis of percentage frequency responses were as follows: second, Program Evaluation; equal third, Cooperative Endeavour and Guidance; fifth, Instructional Improvement; sixth, Curriculum Development; seventh, Learning and Working Atmosphere; eighth, Business Management.

A general interpretation of superintendent expectations, grouped by area, is that Competency Areas which contained required competencies related to skills involving an understanding of human behaviour tended to be ranked higher than Competency Areas which contained more technical competencies requiring specific expertise. For example, suggested competencies in the Competency Areas of Promotion and Stimulation, Program Evaluation and Cooperative Endeavour received higher rankings than suggested competencies in the Competency Areas of Guidance, Instructional Improvement, Curriculum Development, Learning and Working Atmosphere and Business Management. The latter five Competency Areas appeared to include more competencies

of a technical nature than the three Competency Areas which tended to receive the highest rankings.

II. REQUIRED COMPETENCIES AS EXPECTED BY CHAIRMEN

Sub-problem Two was stated as follows: "What required competencies do chairmen expect a provincial superintendent in Alberta to possess?" Frequency and percentage frequency distributions for suggested competencies considered important by chairmen, are presented in Table III. Twenty-one of the fifty suggested competencies were considered to be required competencies for Alberta provincial superintendents, according to the expectations of chairmen.

Individual Competencies

Fifty-one of the fifty-three chairmen considered the following two required competencies as important for superintendents to possess.

Item 9: "Skill in getting and using expert opinion when curriculum questions arise."

Item 46: "Skill in evaluating performance of those working under his supervision."

In addition, fifty chairmen expected a superintendent to possess the following required competencies.

Item 21: "Skill in arousing interest and in stimulating the teacher to purposeful activity aimed at improving instruction."

TABLE III

FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTIONS FOR SUGGESTED COMPETENCIES CONSIDERED IMPORTANT[a] BY CHAIRMEN (N=53)

Item Number	Suggested Competencies	Frequency	Percentage Frequency
	Cooperative Endeavour Competencies		
1	Skill in getting people to work harmoniously as a functioning and purposeful group	47	88.7
2	Skill in leading group discussions without dominating the thinking and forcing conclusions	48	90.5
3	A belief in the usefulness of groups in the solving of common problems	38	71.7
4	A desire to be governed by facts even when they challenge a religious (or other) belief	41	77.3
5	A knowledge of other school problems (local, provincial and national)	45	84.9
6	A knowledge of research procedures	38	71.7

[a]Responses of 1 and 2 were considered "important" for purposes of this table.

TABLE III (continued)

Item Number	Suggested Competencies	Frequency	Percentage Frequency
	Cooperative Endeavour Competencies		
7	An understanding that people have the right to say what their public school program shall be	39	73.6
8	An understanding that the school must logically reflect the community within which it exists	42	79.2
	Curriculum Development Competencies		
9	Skill in getting and using expert opinion when curriculum questions arise	51	96.2
10	A feeling that the project method of learning is the most effective method available for training the kind of citizens needed for our future	36	67.9
11	A belief that the lay man can do effective thinking and, when informed, can make intelligent decisions	45	84.9
12	A knowledge of the theories of learning	47	88.7
13	A knowledge of the nature of important world problems	36	67.9

TABLE III (continued)

Item Number	Suggested Competencies	Frequency	Percentage Frequency
	Curriculum Development Competencies		
14	An understanding that memorizing the results of the thinking of others is not a very good way to learn skill in thinking	30	56.6
	Learning and Working Atmosphere Competencies		
15	Skill in recognizing the need for the repair, upkeep, and general maintenance of the educational facilities	33	62.3
16	A belief that the school facility is primarily a tool to promote learning	47	88.7
17	A concern for the emotional well-being and success attitudes of the learners	47	88.7
18	A knowledge of the proper care and maintenance requirements for the physical plant, equipment and supplies	23	43.4
19	An understanding that there is danger of distorting the purpose of the school through excessive interest in activities such as athletics and social events	38	71.7

TABLE III (continued)

Item Number	Suggested Competencies	Frequency	Percentage Frequency
	Learning and Working Atmosphere Competencies		
20	An understanding that quality equipment is essential because of the normal misuse caused by learner inexperience	40	75.5
	Instructional Improvement Competencies		
21	Skill in arousing interest and in stimulating the teacher to purposeful activity aimed at improving instruction	50	94.3
22	A conviction that educational programs must logically reflect the culture within which they exist	38	71.7
23	A feeling that non-learning and arrested growth are frequently associated with health and/or emotional problems, rather than a lack of intelligence	43	81.1
24	A knowledge of the subject matter being taught in the schools of his school district	48	90.5
25	A knowledge of the literature and philosophy of education in general and of educational administration in particular	48	90.5

TABLE III (continued)

Item Number	Suggested Competencies	Frequency	Percentage Frequency
	Instructional Improvement Competencies		
26	An understanding that all learning is in terms of the learner's past experience	39	73.6
	Promotion and Stimulation Competencies		
27	Skill in working with community members to promote a better understanding of the educational program	47	88.7
28	Skill in identifying the "power structure," i.e., key influential persons or groups, within the community	34	64.2
29	A belief that people will support more vigorously an educational program they have helped to plan	42	79.2
30	A feeling that decisions made by informed groups are, in general, more accurate than individual decisions	40	75.5
31	A knowledge of the costs of a program of education	49	92.5
32	A knowledge of legal requirements such as the School Act, Department of Education regulations and others	50	94.3

TABLE III (continued)

Item Number	Suggested Competencies	Frequency	Percentage Frequency
	Promotion and Stimulation Competencies		
33	An understanding that to improve an educational program requires improving the knowledge of the people concerned with the program. (This may include parents, teachers, school board members and others.)	45	84.9
	Guidance Competencies		
34	Skill in cooperating with teachers and school personnel in setting up an adequate guidance program	50	94.3
35	A belief that all persons need, at times and in various ways, to have some guidance	34	64.2
36	A knowledge of various test instruments used for gathering guidance information	37	69.9
37	An understanding that as a school function the guidance program is a responsibility of the total school staff and not a responsibility of the guidance staff alone	41	77.3

TABLE III (continued)

Item Number	Suggested Competencies	Frequency	Percentage Frequency
	Business Management Competencies		
38	Skill in providing for useful inventories of equipment and material	32	60.4
39	A belief that school administration exists wholly for the purpose of furthering the achievement of education aims of the community	36	67.9
40	A conviction that policies, plans and decisions of a superintendent must reflect a philosophy of education	45	84.9
41	A knowledge of the legal responsibilities of the teacher, and required procedures in events such as accident reporting	36	67.9
42	A knowledge of budget making	37	69.9
43	A knowledge of accounting	18	34.0
44	An understanding that administrative records and record keeping are not defensible except as they serve to facilitate the learning process	27	50.9

TABLE III (continued)

Item Number	Suggested Competencies	Frequency	Percentage Frequency
	Program Evaluation Competencies		
45	Skill in providing methods and techniques of gathering information which reflect program strengths or weaknesses	46	86.8
46	Skill in evaluating performance of those working under his supervision	51	96.2
47	A desire that all members of the community understand the aims, needs, strengths and problems of the school	42	79.2
48	A knowledge of the importance of morale in personnel evaluation, and of the need for the individual to maintain his feeling of security	46	86.8
49	An understanding that democracy requires that those being evaluated have a say in the outcome	34	64.2
50	An understanding that evaluation must be desired if it is to be really effective	41	77.3

Item 32: "A knowledge of legal requirements such as the School Act, Department of Education regulations and others."

Item 34: "Skill in cooperating with teachers and school personnel in setting up an adequate guidance program."

These five required competencies may be interpreted as relating to abilities and knowledges of superintendents which would enable them to supervise educational activities and educational personnel under their jurisdiction.

Only two of the fifty suggested competencies were considered important by less than 50 per cent of chairmen. They were:

Item 18: "A knowledge of the proper care and maintenance requirements for the physical plant, equipment and supplies." (Important to 43.3 per cent.)

Item 43: "A knowledge of accounting." (Important to 34.0 per cent.)

The two suggested competencies considered important by less than 50 per cent of chairmen related to specific technical knowledge. Educational officials other than superintendents will probably possess such technical knowledge.

Competency Areas

Frequencies, percentage frequencies and ranks of required competencies, grouped by area, as expected by chairmen, are presented in Table IV. Ranks were assigned on the bases of frequency and percentage frequency responses

TABLE IV

FREQUENCIES, PERCENTAGE FREQUENCIES AND RANKS OF REQUIRED COMPETENCIES[a] GROUPED BY AREA, AS EXPECTED BY CHAIRMEN

Competency Area	Number of Items	Required Competencies			
		Frequencies	Ranks	Percentage Frequencies	Ranks
Cooperative Endeavour	8	3	4	37.5	5
Curriculum Development	6	3	4	50.0	3.5
Learning and Working Atmosphere	6	2	6	33.3	6
Instructional Improvement	6	4	1.5	66.7	1
Promotion and Stimulation	7	4	1.5	57.1	2
Guidance	4	1	7.5	25.0	7
Business Management	7	1	7.5	14.3	8
Program Evaluation	6	3	4	50.0	3.5

[a]Suggested competencies which were considered "important" by at least 80 per cent of chairmen were assumed to be "required competencies" for purposes of this table. Responses of 1 and 2 were considered "important."

for required competencies in each Competency Area. In both instances, the Instructional Improvement Competency Area and the Promotion and Stimulation Competency Area were ranked highest according to the expectations of chairmen. Other ranks assigned to Competency Areas on the basis of frequency responses were as follows: equal fourth, Cooperative Endeavour, Curriculum Development, Program Evaluation; sixth, Learning and Working Atmosphere; equal seventh, Guidance and Business Management. Other ranks assigned to Competency Areas on the basis of percentage frequency responses were as follows: equal third, Curriculum Development and Program Evaluation; fifth, Cooperative Endeavour; sixth, Learning and Working Atmosphere; seventh, Guidance; eighth, Business Management.

A general interpretation of chairmen expectations, grouped by area, is that chairmen expected superintendents to possess competencies which would enable them to facilitate improvement of the educational program. The Competency Areas which received the highest rankings according to the expectations of chairmen tended to contain required competencies related to supervisory tasks within the school system.

III. SUMMARY OF CHAPTER IV

Suggested competencies which were considered important by at least 80 per cent of superintendents or chairmen were assumed to be required competencies of provincial superin-

tendents. Thirty-two of the fifty suggested competencies were found to be required competencies according to the expectations of superintendents. The six required competencies with the largest response frequencies by superintendents related directly to the ability of superintendents to demonstrate an understanding of human behaviour. The four suggested competencies considered important by the smallest response frequencies of superintendents related directly to skills and knowledges which would enable superintendents to perform specific technical tasks. The Promotion and Stimulation Competency Area was ranked highest by superintendents on the bases of frequency and percentage frequency responses for required competencies for each Competency Area. Competency Areas which contained required competencies related to skills involving an understanding of human behaviour tended to be ranked highest by superintendents.

Twenty-one suggested competencies were found to be required competencies, according to the expectations of chairmen. The five required competencies with the largest response frequencies by chairmen related to abilities and knowledges of superintendents which would enable them to supervise educational activities and personnel within the school system. The two suggested competencies considered important by the smallest response frequencies of chairmen related to specific technical knowledge which other educational officials will probably possess. The

Instructional Improvement Competency Area and the Promotion and Stimulation Competency Area were ranked highest by chairmen on the bases of frequency and percentage frequency responses for required competencies for each Competency Area. The Competency Areas which received the highest rankings according to the expectations of chairmen tended to contain required competencies related to supervisory tasks within the school system.

CHAPTER V

AGREEMENTS AND DIFFERENCES BETWEEN EXPECTATIONS OF CHAIRMEN AND SUPERINTENDENTS

Research findings related to the third and fourth sub-problems stated in Chapter I are outlined in this chapter in three major sections. The first major section describes findings relating to chairmen and superintendent expectations collectively. The second major section describes differences between chairmen and superintendent expectations. The third major section is a summary of this chapter.

For purposes of Sub-problem Three, percentage frequency distributions are provided to indicate which suggested competencies were agreed upon by chairmen and superintendents as being required competencies for a provincial superintendent in Alberta. Suggested competencies which were considered important for superintendents to possess according to the expectations of at least 80 per cent of chairmen and at least 80 per cent of superintendents, were arbitrarily assumed to be required competencies. Responses of 1 and 2 were considered <u>important</u> and responses of 3 and 4 were considered <u>unimportant</u>.

For purposes of Sub-problem Four, percentage

frequency distributions for chairmen and superintendent expectations are included for each suggested competency and significant differences between the two groups are indicated. Responses of 1 were considered extremely important, responses of 2 were considered important, responses of 3 were considered seldom important and responses of 4 were considered unimportant.

I. AGREEMENTS BETWEEN EXPECTATIONS OF CHAIRMEN AND SUPERINTENDENTS

Sub-problem Three was stated as follows: "What required competencies do school board chairmen and provincial superintendents agree should be possessed by a provincial superintendent in Alberta?"

References to chairmen and superintendent expectations "collectively" are made in this section because Sub-problem Three refers to the chairmen respondent group and the superintendent respondent group, together.

Required competencies of provincial superintendents agreed upon according to the collective expectations of chairmen and superintendents are listed in Table V, and percentage frequencies of each group are also indicated. Twenty of the fifty suggested competencies were agreed upon by the chairmen and superintendents collectively as being required competencies for Alberta provincial superintendents.

TABLE V

REQUIRED COMPETENCIES[a] OF PROVINCIAL SUPERINTENDENTS ACCORDING TO THE COLLECTIVE EXPECTATIONS OF CHAIRMEN AND SUPERINTENDENTS

Item Number	Competencies	Percentage Frequencies	
		Chairmen	Superintendents
	Cooperative Endeavour Competency Area		
1	Skill in getting people to work harmoniously as a functioning and purposeful group	88.7	100.0
2	Skill in leading group discussions without dominating the thinking and forcing conclusions	90.5	94.6
5	A knowledge of other school problems (local, provincial and national)	84.9	94.6
	Curriculum Development Competency Area		
9	Skill in getting and using expert opinion when curriculum questions arise	96.2	96.4

[a]Suggested competencies which were considered "important" by at least 80 per cent of chairmen and at least 80 per cent of superintendents were assumed to be "required competencies" for purposes of this table. Responses of 1 and 2 were considered "important."

TABLE V (continued)

Item Number	Competencies	Percentage Frequencies	
		Chairmen	Superintendents
	Curriculum Development Competency Area		
11	A belief that the lay man can do effective thinking and, when informed, can make intelligent decisions	84.9	83.9
12	A knowledge of theories of learning	88.7	85.7
	Learning and Working Atmosphere Competency Area		
16	A belief that the school facility is primarily a tool to promote learning	88.7	96.4
17	A concern for the emotional well-being and success attitudes of the learners	88.7	98.2
	Instructional Improvement Competency Area		
21	Skill in arousing interest and in stimulating the teacher to purposeful activity aimed at improving instruction	94.3	98.2

TABLE V (continued)

Item Number	Competencies	Percentage Frequencies	
		Chairmen	Superintendents
	Instructional Improvement Competency Area		
23	A feeling that non-learning and arrested growth are frequently associated with health and/or emotional problems, rather than a lack of intelligence	81.1	82.2
25	A knowledge of the literature and philosophy of education in general and of educational administration in particular	90.5	92.9
	Promotion and Stimulation Competency Area		
27	Skill in working with community members to promote a better understanding of the educational program	88.7	94.6
31	A knowledge of the costs of a program of education	92.5	92.9
32	A knowledge of legal requirements such as the School Act, Department of Education regulations and others	94.3	94.6

TABLE V (continued)

Item Number	Competencies	Percentage Frequencies	
		Chairmen	Superintendents
	Promotion and Stimulation Competency Area		
33	An understanding that to improve an educational program requires improving the knowledge of the people concerned with the program. (This may include parents, teachers, school board members and others.)	84.9	98.2
	Guidance Competency Area		
34	Skill in cooperating with teachers and school personnel in setting up an adequate guidance program	94.3	80.4
	Business Management Competency Area		
40	A conviction that policies, plans and decisions of a superintendent must reflect a philosophy of education	84.9	94.6

TABLE V (continued)

Item Number	Competencies	Percentage Frequencies	
		Chairmen	Superintendents
	Program Evaluation Competency Area		
45	Skill in providing methods and techniques of gathering information which reflect program strengths or weaknesses	86.8	92.9
46	Skill in evaluating performance of those working under his supervision	96.2	98.2
48	A knowledge of the importance of morale in personnel evaluation, and of the need for the individual to maintain his feeling of security	86.8	98.2

Individual Competencies

Required competencies which were considered important by frequency percentages of at least 90 per cent of chairmen and at least 90 per cent of superintendents included the following skills.

Item 2: "Skill in leading group discussions without dominating the thinking and forcing conclusions." (Important to 90.5 per cent chairmen; 94.6 per cent superintendents.)

Item 9: "Skill in getting and using expert opinion when curriculum questions arise." (Important to 96.2 per cent chairmen; 96.4 per cent superintendents.)

Item 21: "Skill in arousing interest and in stimulating the teacher to purposeful activity aimed at improving instruction." (Important to 94.3 per cent chairmen; 98.2 per cent superintendents.)

Item 46: "Skill in evaluating performance of thoseworking under his supervision." (Important to 96.2 per cent chairmen; 98.2 per cent superintendents.)

The four skills which a provincial superintendent was expected to possess according to the expectations of at least 90 per cent of chairmen and at least 90 per cent of superintendents may be interpreted as being necessary to facilitate the performance of supervisory tasks.

Required competencies which were considered important by frequency percentages of at least 90 per cent of chairmen and at least 90 per cent of superintendents included the following knowledges.

Item 25: "A knowledge of the literature and philosophy of education in general and of educational administration in particular." (Important to 90.5 per cent chairmen; 92.9 per cent superintendents.)

Item 31: "A knowledge of the costs of a program of education." (Important to 92.5 per cent chairmen; 92.9 per cent superintendents.)

Item 32: "A knowledge of legal requirements such as the School Act, Department of Education regulations and others." (Important to 94.3 per cent chairmen; 94.6 per cent superintendents.)

The knowledges which a provincial superintendent was expected to possess according to the expectations of at least 90 per cent of chairmen and at least 90 per cent of superintendents appeared to be of a type which could be largely obtained as the result of successfully completing advanced study in educational administration.

Competency Areas

Frequencies, percentage frequencies and ranks of required competencies grouped by area, agreed upon according to the expectations of chairmen and superintendents collectively, are presented in Table VI. Ranks were assigned on the bases of frequency and percentage frequency responses for required competencies per Competency Area. The Promotion and Stimulation Competency Area was ranked first in both instances, according to the collective

TABLE VI

FREQUENCIES, PERCENTAGE FREQUENCIES AND RANKS OF REQUIRED COMPETENCIES[a] GROUPED BY AREA, ACCORDING TO THE COLLECTIVE EXPECTATIONS OF CHAIRMEN AND SUPERINTENDENTS

Competency Area	Number of Items	Required Competencies Agreed Upon by Both Groups			
		Frequencies	Ranks	Percentage Frequencies	Ranks
Cooperative Endeavour	8	3	3.5	37.5	5
Curriculum Development	6	3	3.5	50.0	3
Learning and Working Atmosphere	6	2	6	33.3	6
Instructional Improvement	6	3	3.5	50.0	3
Promotion and Stimulation	7	4	1	57.1	1
Guidance	4	1	7.5	25.0	7
Business Management	7	1	7.5	14.3	8
Program Evaluation	6	3	3.5	50.0	3

[a]Suggested competencies which were considered "important" by at least 80 per cent of chairmen and at least 80 per cent of superintendents were assumed to be "required competencies" for purposes of this table. Responses of 1 and 2 were considered "important."

expectations of chairmen and superintendents. Four of the seven suggested competencies were agreed upon by both groups as being required competencies for an Alberta provincial superintendent. Other ranks assigned on the basis of frequency responses were as follows: equal third, Cooperative Endeavour, Curriculum Development and Instructional Improvement; sixth, Learning and Working Atmosphere, equal seventh, Guidance and Business Management. Other ranks assigned on the basis of percentage frequency responses were as follows: equal third, Curriculum Development, Instructional Improvement and Program Evaluation; fifth, Cooperative Endeavour; sixth, Learning and Working Atmosphere; seventh, Guidance; eighth, Business Management.

The ranks of required competencies grouped by area, agreed upon according to the collective expectations of chairmen and superintendents, were found to be very similar to the ranks of required competencies grouped by area, as expected by chairmen. An important exception was that the Promotion and Stimulation Competency Area was ranked highest by chairmen and superintendents collectively but the Instructional Improvement Competency Area was ranked highest according to the expectations of chairmen only. The Competency Areas which were ranked highest by chairmen and superintendents collectively tended to contain required competencies related to the performance of supervisory tasks by a provincial superintendent.

II. SIGNIFICANT DIFFERENCES BETWEEN EXPECTATIONS OF CHAIRMEN AND SUPERINTENDENTS

Sub-problem Four was stated as follows: "Are there significant differences between the expectations of school board chairmen and provincial superintendents?" Research findings of this study indicated that differences significant at the 0.10 level existed between the expectations of chairmen and superintendents for six of the fifty suggested competencies. References in this section and in subsequent chapters to "small differences" refer to differences less than 5 per cent.

Cooperative Endeavour Competency Area

No significant differences at the 0.10 level were found between the expectations of chairmen and superintendents for any Cooperative Endeavour competency. Expectations of both groups for superintendents to possess competencies in the Cooperative Endeavour Competency Area are presented in Table VII. The largest difference was found for Item 7: "An understanding that people have the right to say what their public school program shall be." Superintendents tended to consider this understanding to be more important for a provincial superintendent to possess than did chairmen. Expectations were as follows: extremely important--46.4 per cent superintendents, 32.1 per cent chairmen; important--50.0 per cent superintendents, 41.5 per cent chairmen; seldom important--3.6 per cent superin-

TABLE VII

EXPECTATIONS OF CHAIRMEN AND SUPERINTENDENTS FOR SUPERINTENDENTS TO POSSESS COOPERATIVE ENDEAVOUR COMPETENCIES
N=53 (Chairmen) N=56 (Superintendents)

Item	Position	Percentage Frequencies				D[a]	p
		Ext. Impt. 1	Impt. 2	Seld. Impt. 3	Unimpt. 4		
1	Chairmen	75.5	13.2	7.5	3.8	0.113	>.10
	Superintendents	78.6	21.4	0.0	0.0		
2	Chairmen	50.9	39.6	5.7	3.8	0.170	>.10
	Superintendents	33.9	60.7	5.4	0.0		
3	Chairmen	24.5	47.2	26.4	1.9	0.176	>.10
	Superintendents	23.2	66.1	10.7	0.0		
4	Chairmen	37.7	39.6	7.5	15.1	0.133	>.10
	Superintendents	42.9	35.7	19.6	1.8		
5	Chairmen	39.6	45.3	13.2	1.9	0.097	>.10
	Superintendents	33.9	60.7	5.4	0.0		
6	Chairmen	28.3	43.4	22.6	5.7	0.158	>.10
	Superintendents	12.5	50.0	33.9	3.6		
7	Chairmen	32.1	41.5	22.6	3.8	0.228	>.10
	Superintendents	46.4	50.0	3.6	0.0		
8	Chairmen	28.3	50.9	7.5	13.2	0.132	>.10
	Superintendents	28.6	51.8	19.6	0.0		

[a] $D_{0.10} \geq 0.234$ for a two-tailed test.

tendents, 22.6 per cent chairmen; unimportant--a small difference only.

The particular Cooperative Endeavour competency which was agreed to be extremely important for a provincial superintendent according to the largest percentage frequency of chairmen and of superintendents was Item I: "Skill in getting people to work harmoniously as a functioning and purposeful group." Percentage frequencies included 78.6 per cent superintendents and 75.5 per cent chairmen.

Curriculum Development Competency Area

No significant differences at the 0.10 level were found between the expectations of superintendents and chairmen for any of the six suggested competencies in the Curriculum Development Competency Area. Expectations of both groups for superintendents to possess Curriculum Development competencies are presented in Table VIII. A high association of expectations tended to exist for each competency. The competency which was found to have the highest degree of association was Item 9: "Skill in getting and using expert opinion when curriculum questions arise." Both groups indicated strong agreement that this competency was important or extremely important for a provincial superintendent. Expectations were as follows: extremely important--55.4 per cent superintendents, 56.6 per cent chairmen; important--41.1 per cent superintendents, 39.6 per cent chairmen; seldom important--3.6 per cent

TABLE VIII

EXPECTATIONS OF CHAIRMEN AND SUPERINTENDENTS FOR SUPERINTENDENTS TO POSSESS CURRICULUM DEVELOPMENT COMPETENCIES
N=53 (Chairmen) N=56 (Superintendents)

Item	Position	Percentage Frequencies				D[a]	p
		Ext. Impt. 1	Impt. 2	Seld. Impt. 3	Unimpt. 4		
9	Chairmen	56.6	39.6	1.9	1.9		
	Superintendents	55.4	41.1	3.6	0.0	0.019	>.10
10	Chairmen	17.0	50.9	24.5	7.5		
	Superintendents	5.4	53.6	37.5	3.6	0.116	>.10
11	Chairmen	54.7	30.2	13.2	1.9		
	Superintendents	50.0	33.9	16.1	0.0	0.047	>.10
12	Chairmen	41.5	47.2	7.5	3.8		
	Superintendents	39.3	46.4	14.3	0.0	0.038	>.10
13	Chairmen	18.9	49.1	32.1	0.0		
	Superintendents	14.3	55.4	28.6	1.8	0.046	>.10
14	Chairmen	30.2	26.4	24.5	18.9		
	Superintendents	39.3	33.9	21.4	5.4	0.166	>.10

[a] $D_{0.10} \geq 0.234$ for a two-tailed test.

superintendents, 1.9 per cent chairmen; unimportant--0.0 per cent superintendents, 1.9 per cent chairmen.

Item 9 was also the particular Curriculum Development competency which was agreed to be extremely important by the largest percentage frequency of superintendents and of chairmen.

Learning and Working Atmosphere Competency Area

Chairmen and superintendent expectations for superintendents to possess Learning and Working Atmosphere competencies are presented in Table IX. A significant difference between the expectations at the 0.10 level was found for one of the six competencies. The significant difference was found for Item 17: "A concern for the emotional well-being and success attitudes of the learners." Chairmen and superintendents strongly agreed that this competency was either important or extremely important. However, 83.9 per cent of superintendents considered the item to be extremely important for a provincial superintendent but only 58.5 per cent of chairmen agreed. There were only 14.3 per cent of superintendents who considered the competency to be important as compared to 30.2 per cent of chairmen.

The fact that all superintendents have had classroom teaching experience may be a partial explanation as to why this competency was considered extremely important by such a large percentage of superintendents as compared

TABLE IX

EXPECTATIONS OF CHAIRMEN AND SUPERINTENDENTS FOR SUPERINTENDENTS TO POSSESS LEARNING AND WORKING ATMOSPHERE COMPETENCIES
N=53 (Chairmen) N=56 (Superintendents)

Item	Position	Percentage Frequencies				D[a]	p
		Ext. Impt. 1	Impt. 2	Seld. Impt. 3	Unimpt. 4		
15	Chairmen	30.2	32.1	28.3	9.4		
	Superintendents	28.6	50.0	21.4	0.0	0.163	>.10
16	Chairmen	49.1	39.6	3.8	7.5		
	Superintendents	60.7	35.7	3.6	0.0	0.117	>.10
17	Chairmen	58.5	30.2	9.4	1.9		
	Superintendents	83.9	14.3	1.8	0.0	0.254	<.10[b]
18	Chairmen	9.4	34.0	37.7	18.9		
	Superintendents	5.4	30.4	55.4	8.9	0.099	>.10
19	Chairmen	39.6	32.1	24.5	3.8		
	Superintendents	33.9	39.3	26.8	0.0	0.057	>.10
20	Chairmen	28.3	47.2	18.9	5.7		
	Superintendents	19.6	39.3	37.5	3.6	0.165	>.10

[a] $D_{0.10} \geq 0.234$ for a two-tailed test.

[b] Significant difference at 0.10 level.

with chairmen. More research could be performed concerning this difference in expectations.

Item 17 was also the particular Learning and Working Atmosphere competency which was agreed to be extremely important for a provincial superintendent, according to the highest percentage frequency of superintendent and chairmen expectations.

Instructional Improvement Competency Area

Chairmen and superintendent expectations for superintendents to possess Instructional Improvement competencies are presented in Table X. A significant difference at the 0.01 level was found for one of six competencies. This represented the largest significant difference between the expectations of chairmen and superintendents for any of the fifty competencies. The significant difference was found for Item 24: "A knowledge of the subject matter being taught in the schools of his school district." Chairmen tended to consider this knowledge to be more important for a provincial superintendent to possess than did superintendents. Expectations were as follows: extremely important--only 19.6 per cent superintendents but 66.0 per cent chairmen; important--39.3 per cent superintendents, 24.5 per cent chairmen; seldom important--41.1 per cent superintendents but only 5.7 per cent chairmen; unimportant--a small difference only.

A partial explanation of this significant difference

TABLE X

EXPECTATIONS OF CHAIRMEN AND SUPERINTENDENTS FOR SUPERINTENDENTS TO POSSESS INSTRUCTIONAL IMPROVEMENT COMPETENCIES
N=53 (Chairmen) N=56 (Superintendents)

Item	Position	Percentage Frequencies				D^a	p
		Ext. Impt. 1	Impt. 2	Seld. Impt. 3	Unimpt. 4		
21	Chairmen	81.1	13.2	3.8	1.9	0.046	>.10
	Superintendents	85.7	12.5	1.8	0.0		
22	Chairmen	18.9	52.8	15.1	13.2	0.132	>.10
	Superintendents	30.4	53.6	16.1	0.0		
23	Chairmen	43.4	37.7	17.0	1.9	0.019	>.10
	Superintendents	42.9	39.3	17.9	0.0		
24	Chairmen	66.0	24.5	5.7	3.8	0.464	<.01[b]
	Superintendents	19.6	39.3	41.1	0.0		
25	Chairmen	71.7	18.9	7.5	1.9	0.181	>.10
	Superintendents	53.6	39.3	7.1	0.0		
26	Chairmen	22.6	50.9	22.6	3.8	0.059	>.10
	Superintendents	28.6	46.4	25.0	0.0		

[a] $D_{0.10} \geq 0.234$ for a two-tailed test.

[b] Significant difference at the 0.01 level.

may be that superintendents regarded knowledge of subject matter to be the responsibility of teachers rather than administrators. Chairmen may not have distinguished between members of the teaching staff and the school superintendent with regard to knowledge of curriculum content. More research might be a useful endeavour concerning this difference.

A tendency to differ appeared to exist between the expectations of chairmen and superintendents for Item 25: "A knowledge of the literature and philosophy of education in general and of educational administration in particular." However, the difference was not significant at the 0.10 level. Superintendents and chairmen were found to be in agreement that this knowledge was either important or extremely important for a superintendent. There were 53.6 per cent of superintendents and 71.7 per cent of chairmen who considered this competency to be extremely important. There were 39.3 per cent of superintendents who expected this item to be important but only 18.9 per cent of chairmen. Differences in expectations were small for this item to be seldom important or unimportant.

The particular Instructional Improvement competency which was agreed to be extremely important for a provincial superintendent, according to the largest percentage frequencies of superintendent and chairmen expectations was Item 21: "Skill in arousing interest and in stimulating the teacher to purposeful activity aimed at improving

instruction." Percentage frequency responses included 85.7 per cent superintendents and 81.1 per cent chairmen.

Promotion and Stimulation Competency Area

Chairmen and superintendent expectations for superintendents to possess Promotion and Stimulation competencies are presented in Table XI. A difference between the expectations of chairmen and superintendents significant at the 0.10 level was found for Item 28: "Skill in identifying the 'power structure,' i.e., key influential persons or groups, within the community." There was general agreement that this skill was important or extremely important for a provincial superintendent. However, superintendents tended to consider the skill to be more important than did chairmen. Expectations differed as follows: extremely important--46.4 per cent superintendents, but only 22.6 per cent chairmen; important--35.7 per cent superintendents and 41.5 per cent chairmen; seldom important--16.1 per cent superintendents and 24.5 per cent chairmen; unimportant--only 1.8 per cent superintendents but 11.3 per cent chairmen.

A possible explanation may be that chairmen did not realize the importance of a superintendent being able to identify the "power structure" within the community. This may be a potential area for further research.

Two competencies in the Promotion and Stimulation Competency Area tended to have differences in expectations

TABLE XI

EXPECTATIONS OF CHAIRMEN AND SUPERINTENDENTS FOR SUPERINTENDENTS TO POSSESS PROMOTION AND STIMULATION COMPETENCIES
N=53 (Chairmen) N=56 (Superintendents)

Item	Position	Percentage Frequencies				D[a]	p
		Ext. Impt. 1	Impt. 2	Seld. Impt. 3	Unimpt. 4		
27	Chairmen	52.8	35.8	9.4	1.9	0.060	>.10
	Superintendents	57.1	37.5	5.4	0.0		
28	Chairmen	22.6	41.5	24.5	11.3	0.238	<.10[b]
	Superintendents	46.4	35.7	16.1	1.8		
29	Chairmen	32.1	47.2	18.9	1.9	0.215	>.10
	Superintendents	53.6	35.7	8.9	1.8		
30	Chairmen	28.3	47.2	18.9	5.7	0.102	>.10
	Superintendents	32.1	53.6	12.5	1.8		
31	Chairmen	64.2	28.3	5.7	1.9	0.195	>.10
	Superintendents	44.6	48.2	7.1	0.0		
32	Chairmen	73.6	20.8	1.9	3.8	0.039	>.10
	Superintendents	69.6	25.0	5.4	0.0		
33	Chairmen	60.4	24.5	9.4	5.7	0.133	>.10
	Superintendents	58.9	39.3	1.8	0.0		

[a] $D_{0.10} \geq 0.234$ for a two-tailed test.

[b] Significant difference at 0.10 level.

but not significant at the 0.10 level. These competencies included:

Item 29: "A belief that people will support more vigorously an educational program they have helped to plan." Superintendents tended to consider this belief to be more important for a provincial superintendent to possess than did chairmen. Expectations were: extremely important--53.6 per cent superintendents, 32.1 per cent chairmen; important--35.7 per cent superintendents, 47.2 per cent chairmen; seldom important--8.9 per cent superintendents, 18.9 per cent chairmen; unimportant--a small difference only.

Item 31: "A knowledge of the costs of a program of education." Both groups strongly agreed that this knowledge was important or extremely important but the chairmen were found to consider the item to be extremely important more often than were superintendents. Expectations were as follows: extremely important--44.6 per cent superintendents, 64.2 per cent chairmen; important--48.2 per cent superintendents, 28.3 per cent chairmen. Other differences in expectations for this item were very small.

The particular Promotion and Stimulation competency which was agreed to be extremely important for a provincial superintendent, according to the largest percentage frequency of superintendent and of chairmen expectations was Item 32: "A knowledge of legal requirements such as the School Act, Department of Education regulations and others."

Percentage frequencies included 69.6 per cent superintendents and 73.6 per cent chairmen.

Guidance Competency Area

Chairmen and superintendent expectations for superintendents to possess Guidance competencies are presented in Table XII. One of the four Guidance competencies was found to have significant differences in expectations at the 0.05 level and another Guidance competency had a difference in expectations significant at the 0.10 level. A third Guidance competency had a trend toward a difference in expectations between the two groups but this difference was not significant at the 0.10 level.

A difference at the 0.05 level of significance was found between the expectations of chairmen and superintendents for Item 34: "Skill in cooperating with teachers and school personnel in setting up an adequate guidance program." In general, both groups tended to agree that this skill was important or extremely important for a provincial superintendent. However, chairmen expectations for the skill to be extremely important were found much more frequently than were superintendent expectations. Expectations differed as follows: extremely important--30.4 per cent superintendents and 58.5 per cent chairmen; important--50.0 per cent superintendents but only 35.8 per cent chairmen; seldom important--19.6 per cent superintendents but only 3.8 per cent chairmen. Differences in expectations for this competency

TABLE XII

EXPECTATIONS OF CHAIRMEN AND SUPERINTENDENTS FOR SUPERINTENDENTS TO POSSESS GUIDANCE COMPETENCIES
N=53 (Chairmen) N=56 (Superintendents)

Item	Position	Percentage Frequencies				D[a]	p
		Ext. Impt. 1	Impt. 2	Seld. Impt. 3	Unimpt. 4		
34	Chairmen	58.5	35.8	3.8	1.9	0.281	<.05[b]
	Superintendents	30.4	50.0	19.6	0.0		
35	Chairmen	32.1	32.1	26.4	9.4	0.233	>.10
	Superintendents	37.5	50.0	10.7	1.8		
36	Chairmen	20.8	49.1	26.4	3.8	0.234	=.10[c]
	Superintendents	0.0	46.4	42.9	10.7		
37	Chairmen	41.5	35.8	18.9	3.8	0.119	>.10
	Superintendents	51.8	37.5	8.9	1.8		

[a]$D_{0.10} \geq 0.234$ for a two-tailed test.

[b]Significant difference at 0.05 level.

[c]Significant difference at 0.10 level.

to be unimportant were very small.

A difference equal to 0.10 level of significance was found for Item 36: "A knowledge of various test instruments used for gathering guidance information." Chairmen tended to regard this competency as being more important than did superintendents. The difference included the following: extremely important--no superintendents but 20.8 per cent chairmen; important--a very small difference only; seldom important--42.9 per cent superintendents but only 26.4 per cent chairmen; unimportant --10.7 per cent superintendents but only 3.8 per cent chairmen.

An explanation of these two significant differences may be that superintendents considered guidance skills and knowledges to be the responsibility of guidance specialists and school teachers rather than administrators. Chairmen may have expected that superintendents should rely upon their own skills and knowledge of guidance if they are to supervise and administer the overall educational program for a school district. This may be a potential area for further research.

A tendency toward disagreement occurred between chairmen and superintendent expectations for Item 35: "A belief that all persons need, at times and in various ways, to have some guidance." Superintendents were found more frequently than chairmen to expect this guidance belief to be important for a provincial superintendent. Expectations

were as follows: extremely important--37.5 per cent superintendents and 32.1 per cent chairmen; important--50.0 per cent superintendents, 32.1 per cent chairmen; seldom important--10.7 per cent superintendents, 26.4 per cent chairmen; unimportant--1.8 per cent superintendents, 9.4 per cent chairmen.

Business Management Competency Area

Chairmen and superintendent expectations for superintendents to possess Business Management competencies are presented in Table XIII. A difference significant at the 0.10 level was found for one of the seven competencies, Item 39: "A belief that school administration exists wholly for the purpose of furthering the achievement of educational aims of the community." There was general agreement between the two groups that this belief should be possessed by a provincial superintendent but superintendents tended to consider this competency to be extremely important much more frequently than did chairmen. Expectations were as follows: extremely important--48.2 per cent superintendents but only 24.5 per cent chairmen; important-- only 25.0 per cent superintendents but 43.4 per cent chairmen; seldom important--a small difference only; unimportant--1.8 per cent superintendents and 7.5 per cent chairmen.

A possible explanation of this significant difference between chairmen and superintendent expectations may be that

TABLE XIII

EXPECTATIONS OF CHAIRMEN AND SUPERINTENDENTS FOR SUPERINTENDENTS TO POSSESS BUSINESS MANAGEMENT COMPETENCIES
N=53 (Chairmen) N=56 (Superintendents)

Item	Position	Percentage Frequencies				D[a]	p
		Ext. Impt. 1	Impt. 2	Seld. Impt. 3	Unimpt. 4		
38	Chairmen	20.8	39.6	24.5	15.1	0.211	>.10
	Superintendents	5.4	33.9	48.2	12.5		
39	Chairmen	24.5	43.4	24.5	7.5	0.237	<.10[b]
	Superintendents	48.2	25.0	25.0	1.8		
40	Chairmen	47.2	37.7	9.4	5.7	0.171	>.10
	Superintendents	64.3	30.4	5.4	0.0		
41	Chairmen	37.7	30.2	24.5	7.5	0.127	>.10
	Superintendents	25.0	48.2	25.0	1.8		
42	Chairmen	26.4	43.4	22.6	7.5	0.123	>.10
	Superintendents	28.6	53.6	17.9	0.0		
43	Chairmen	5.7	28.3	39.6	26.4	0.054	>.10
	Superintendents	1.8	26.8	48.2	23.2		
44	Chairmen	13.2	37.7	35.8	13.2	0.169	>.10
	Superintendents	28.6	39.3	25.0	7.1		

[a] $D_{0.10} \geq 0.234$ for a two-tailed test.

[b] Significant difference at 0.10 level.

superintendents tended to consider the educational aims of the community to be extremely important more frequently than necessary. Another possibility is that chairmen underestimated the extreme importance of these community aims. This may be a potential area for further research.

A tendency for expectations to differ significantly occurred for Item 38: "Skill in providing for useful inventories of equipment and material." Superintendents tended to expect this skill to be less important for a provincial superintendent than did chairmen. Differences in expectations were as follows: extremely important--5.4 per cent superintendents, 20.8 per cent chairmen; important--39.6 per cent superintendents, 33.9 per cent chairmen; seldom important--48.2 per cent superintendents, 24.5 per cent chairmen; unimportant--a small difference only.

The particular Business Management competency which was agreed to be extremely important for a provincial superintendent, according to the highest percentage frequency of superintendent and chairmen expectations was Item 40: "A conviction that policies, plans and decisions of a superintendent must reflect a philosophy of education." Percentage frequencies included 64.3 per cent superintendents and 47.2 per cent chairmen.

Program Evaluation Competency Area

No differences significant at the 0.10 level were

found for any of the six Program Evaluation competencies. Chairmen and superintendent expectations for superintendents to possess these competencies are presented in Table XIV. The largest difference between chairmen and superintendent expectations was for Item 49: "An understanding that democracy requires that those being evaluated have a say in the outcome." Superintendents tended to consider this understanding to be important or extremely important for a provincial superintendent more often than did chairmen. Expectations were: extremely important-- a small difference only; important--58.9 per cent superintendents, 34.0 per cent chairmen; seldom important--10.7 per cent superintendents, 26.4 per cent chairmen; unimportant--3.6 per cent superintendents, 9.4 per cent chairmen.

The particular Program Evaluation competency which was agreed to be extremely important for a provincial superintendent, according to the highest percentage frequency of superintendent and chairmen expectations was Item 46: "Skill in evaluating the performance of those working under his supervision." Percentage frequencies included 89.3 per cent superintendents and 84.9 per cent chairmen.

General Interpretation of Significant Differences

Significant differences between chairmen and superintendent expectations occurred for six competencies. For

TABLE XIV

EXPECTATIONS OF CHAIRMEN AND SUPERINTENDENTS FOR SUPERINTENDENTS TO POSSESS PROGRAM EVALUATION COMPETENCIES
N=53 (Chairmen) N=56 (Superintendents)

Item	Position	Percentage Frequencies				D^a	p
		Ext. Impt. 1	Impt. 2	Seld. Impt. 3	Unimpt. 4		
45	Chairmen	54.7	32.1	13.2	0.0	0.061	>.10
	Superintendents	58.9	33.9	7.1	0.0		
46	Chairmen	84.9	11.3	0.0	3.8	0.044	>.10
	Superintendents	89.3	8.9	1.8	0.0		
47	Chairmen	41.5	37.7	18.9	1.9	0.112	>.10
	Superintendents	30.4	55.4	10.7	3.6		
48	Chairmen	54.7	32.1	13.2	0.0	0.114	>.10
	Superintendents	66.1	32.1	1.8	0.0		
49	Chairmen	30.2	34.0	26.4	9.4	0.216	>.10
	Superintendents	26.8	58.9	10.7	3.6		
50	Chairmen	35.8	41.5	17.0	5.7	0.088	>.10
	Superintendents	44.6	33.9	17.9	3.6		

[a] $D_{0.10} \geq 0.234$ for a two-tailed test.

five of these competencies, the significant differences in expectations occurred between extremely important response frequencies. However, the significant difference occurred between seldom important response frequencies for Item 36: "A knowledge of various test instruments used for gathering guidance information."

Where significant differences occurred between expectations, chairmen appeared to emphasize the extreme importance of knowledge such as subject matter and various test instruments used for gathering guidance information. Superintendents appeared to emphasize the extreme importance of certain beliefs and concerns such as the belief that school administration exists wholly for the purpose of furthering the achievement of educational aims of the community and concern for the emotional well-being and success attitudes of the learners.

Wherever tendencies toward significant differences occurred, superintendents tended to consider certain beliefs and understandings to be more important than did chairmen. Examples included: the understanding that people have the right to say what their public school program shall be; a belief that people will support more vigorously an educational program they have helped to plan; a belief that all persons need at times and in various ways, to have some guidance; and, an understanding that evaluation must

be desired if it is to be really effective. Chairmen tended to consider certain knowledges to be more important than did superintendents. Examples included: a knowledge of the literature and philosophy of education in general and of educational administration in particular; and, a knowledge of the costs of a program of education.

III. SUMMARY OF CHAPTER V

Research findings of this study are reported in Chapter V as they relate to Sub-problem Three and Sub-problem Four.

Twenty of the fifty suggested competencies were agreed upon by chairmen and superintendents collectively as being required competencies for an Alberta provincial superintendent. Ranks were assigned to each Competency Area on the bases of frequency and percentage frequency responses as agreed upon by chairmen and superintendents collectively for required competencies for each Competency Area. The Promotion and Stimulation Competency Area was found to be the highest ranked in both instances.

Differences significant at the 0.10, 0.05, or 0.01 levels occurred for the following six competencies:

"A concern for the emotional well-being and success attitudes of the learners."

"A knowledge of the subject matter being taught in the schools of his school district."

"Skill in identifying the 'power structure,' i.e., key

influential persons or groups, within the community."

"Skill in cooperating with teachers and school personnel in setting up an adequate guidance program."

"A knowledge of various test instruments used for gathering guidance information."

"A belief that school administration exists wholly for the purpose of furthering the achievement of educational aims of the community."

Wherever significant differences occurred, chairmen tended to emphasize the extreme importance of certain knowledges. Superintendents tended to emphasize the extreme importance of certain beliefs and concerns. Wherever trends toward significant differences occurred, the same tendencies appeared between superintendent and chairmen expectations.

CHAPTER VI

SIGNIFICANT DIFFERENCES BETWEEN GROUPS OF SUPERINTENDENTS

Research findings relating to Sub-problem Five of this study are contained in this chapter. Sub-problem Five was stated as follows: "Are there significant differences between the expectations of provincial superintendents with graduate training in educational administration and the expectations of provincial superintendents who have not received such training?"

Percentage frequency distributions of expectations for superintendents with and superintendents without training in educational administration are presented for each of the fifty competencies. Response groups consisted of thirty-seven superintendents with training and nineteen without training. Responses of 1 were considered extremely important, responses of 2 were considered important, responses of 3 were considered seldom important, and responses of 4 were considered unimportant. No significant differences at the 0.10 level occurred between the expectations of these two groups.

Cooperative Endeavour Competency Area

Expectations of superintendent groups for superintendents to possess Cooperative Endeavour competencies are

presented in Table XV. The largest difference between expectations occurred for Item 3: "A belief in the usefulness of groups in the solving of common problems." In general, both groups agreed that this competency was important or extremely important, but superintendents without training considered it to be extremely important more often than did superintendents with training. Expectations were as follows: extremely important--13.5 per cent with training, 42.0 per cent without training; important--78.4 per cent with training, 42.1 per cent without training; seldom important--8.1 per cent with training, 15.8 per cent without training; unimportant--no difference occurred.

A similar finding occurred for Item 7: "An understanding that people have the right to say what their public school program shall be." Expectations were: extremely important--37.8 per cent with training, 63.2 per cent without training; important--59.5 per cent with training, 31.6 per cent without training; seldom important--a small difference only; unimportant--no difference occurred.

The Cooperative Endeavour competency which the superintendent groups rated as extremely important according to the largest percentage frequencies of responses, was Item 1: "Skill in getting people to work harmoniously as a functioning and purposeful group." Percentage frequencies included 81.1 per cent with training and 73.7 per cent without training.

TABLE XV

EXPECTATIONS OF SUPERINTENDENTS WITH AND WITHOUT TRAINING IN EDUCATIONAL ADMINISTRATION FOR SUPERINTENDENTS TO POSSESS COOPERATIVE ENDEAVOUR COMPETENCIES
N=37 (With training) N=19 (Without training)

Item	Superintendent Groups	Percentage Frequencies				D^a	p
		Ext. Impt. 1	Impt. 2	Seld. Impt. 3	Unimpt. 4		
1	With training	81.1	18.9	0.0	0.0	0.074	>.10
	Without training	73.7	26.3	0.0	0.0		
2	With training	35.1	56.8	8.1	0.0	0.081	>.10
	Without training	31.6	68.4	0.0	0.0		
3	With training	13.5	78.4	8.1	0.0	0.286	>.10
	Without training	42.1	42.1	15.8	0.0		
4	With training	40.5	37.8	21.6	0.0	0.068	>.10
	Without training	47.4	31.6	15.8	5.3		
5	With training	32.4	59.5	8.1	0.0	0.081	>.10
	Without training	36.8	63.2	0.0	0.0		
6	With training	10.8	51.4	35.1	2.7	0.050	>.10
	Without training	15.8	47.4	31.6	5.3		
7	With training	37.8	59.5	2.7	0.0	0.253	>.10
	Without training	63.2	31.6	5.3	0.0		
8	With training	27.0	56.8	16.2	0.0	0.101	>.10
	Without training	31.6	42.1	26.3	0.0		

[a] $D_{0.10} \geq 0.344$ for a two-tailed test.

Curriculum Development Competency Area

Expectations of superintendent groups for superintendents to possess Curriculum Development competencies are presented in Table XVI. The largest difference between expectations occurred for Item 14: "An understanding that memorizing the results of the thinking of others is not a very good way to learn skill in thinking." Superintendents with training tended to expect this competency to be more important than did superintendents without training. Findings of expectations were as follows: extremely important--35.1 per cent with training, 47.4 per cent without training; important--45.9 per cent with training, 10.5 per cent without training; seldom important--13.5 per cent with training, 36.8 per cent without training; unimportant--a very small difference only.

The particular Curriculum Development competency which the superintendent groups agreed to be extremely important according to the largest percentage frequencies of responses, was Item 9: "Skill in getting and using expert opinion when curriculum questions arise." Percentage frequencies included 51.4 per cent with training and 63.2 per cent without training.

Learning and Working Atmosphere Competency Area

Expectations of superintendent groups for superintendents to possess competencies in the Learning and Working Atmosphere Competency Area are presented in Table

TABLE XVI

EXPECTATIONS OF SUPERINTENDENTS WITH AND WITHOUT TRAINING IN EDUCATIONAL ADMINISTRATION FOR SUPERINTENDENTS TO POSSESS CURRICULUM DEVELOPMENT COMPETENCIES
N=37 (With training) N=19 (Without training)

Item	Superintendent Groups	Percentage Frequencies				D[a]	p
		Ext. Impt. 1	Impt. 2	Seld. Impt. 3	Unimpt. 4		
9	With training	51.4	45.9	2.7	0.0	0.118	>.10
	Without training	63.2	31.6	5.3	0.0		
10	With training	5.4	56.8	35.1	2.7	0.095	>.10
	Without training	5.3	47.4	42.1	5.3		
11	With training	45.9	35.1	18.9	0.0	0.119	>.10
	Without training	57.9	31.6	10.5	0.0		
12	With training	37.8	51.4	10.8	0.0	0.102	>.10
	Without training	42.1	36.8	21.1	0.0		
13	With training	18.9	45.9	32.4	2.7	0.141	>.10
	Without training	5.3	73.7	21.1	0.0		
14	With training	35.1	45.9	13.5	5.4	0.232	>.10
	Without training	47.4	10.5	36.8	5.3		

[a] $D_{0.10} \geq 0.344$ for a two-tailed test.

XVII. The largest difference between expectations occurred for Item 16: "A belief that the school facility is primarily a tool to promote learning." Both groups tended to agree that this competency was important or extremely important but superintendents without training considered the item to be extremely important more frequently than did superintendents with training. Expectations included the following: extremely important--51.4 per cent with training, 78.9 per cent without training; important--45.9 per cent with training, 15.8 per cent without training; seldom important --a small difference only; unimportant--no difference.

The particular competency in this Competency Area which both groups rated as extremely important according to the largest percentage frequencies of responses, was Item 17: "A concern for the emotional well-being and success attitudes of the learners." Percentage frequencies included 81.9 per cent with training and 89.5 per cent without training.

Instructional Improvement Competency Area

Expectations of superintendent groups for superintendents to possess competencies in the Instructional Improvement Competency Area are presented in Table XVIII. The largest difference between expectations occurred for Item 25: "A knowledge of the literature and philosophy of education in general and of educational administration in particular." Both groups tended to agree that this suggested competency was important or extremely important

TABLE XVII

EXPECTATIONS OF SUPERINTENDENTS WITH AND WITHOUT TRAINING IN EDUCATIONAL ADMINISTRATION FOR SUPERINTENDENTS TO POSSESS LEARNING AND WORKING ATMOSPHERE COMPETENCIES
N=37 (With training) N=19 (Without training)

Item	Superintendent Groups	Percentage Frequencies				D^a	p
		Ext. Impt. 1	Impt. 2	Seld. Impt. 3	Unimpt. 4		
15	With training	32.4	43.2	24.3	0.0	0.114	>.10
	Without training	21.1	63.2	15.8	0.0		
16	With training	51.4	45.9	2.7	0.0	0.276	>.10
	Without training	78.9	15.8	5.3	0.0		
17	With training	81.1	16.2	2.7	0.0	0.084	>.10
	Without training	89.5	10.5	0.0	0.0		
18	With training	5.4	35.1	51.4	8.1	0.142	>.10
	Without training	5.3	21.1	63.2	10.5		
19	With training	35.1	40.5	24.3	0.0	0.073	>.10
	Without training	31.6	36.8	31.6	0.0		
20	With training	16.2	43.2	37.8	2.7	0.101	>.10
	Without training	26.3	31.6	36.8	5.3		

[a] $D_{0.10} \geq 0.344$ for a two-tailed test.

TABLE XVIII

EXPECTATIONS OF SUPERINTENDENTS WITH AND WITHOUT TRAINING IN EDUCATIONAL ADMINISTRATION FOR SUPERINTENDENTS TO POSSESS INSTRUCTIONAL IMPROVEMENT COMPETENCIES
N=37 (With training) N=19 (Without training)

Item	Superintendent Groups	Percentage Frequencies				D^a	p
		Ext. Impt. 1	Impt. 2	Seld. Impt. 3	Unimpt. 4		
21	With training	83.8	16.2	0.0	0.0	0.057	>.10
	Without training	89.5	5.3	5.3	0.0		
22	With training	32.4	56.8	10.8	0.0	0.155	>.10
	Without training	26.3	47.4	26.3	0.0		
23	With training	37.8	48.6	13.5	0.0	0.148	>.10
	Without training	52.6	21.1	26.3	0.0		
24	With training	21.6	40.5	37.8	0.0	0.095	>.10
	Without training	15.8	36.8	47.4	0.0		
25	With training	62.2	32.4	5.4	0.0	0.253	>.10
	Without training	36.8	52.6	10.5	0.0		
26	With training	29.7	45.9	24.3	0.0	0.034	>.10
	Without training	26.3	47.4	26.3	0.0		

[a] $D_{0.10} \geq 0.344$ for a two-tailed test.

for a provincial superintendent to possess. However, superintendents with training expected this suggested competency to be extremely important more often than did superintendents without training. Expectations of both groups were as follows: extremely important--62.2 per cent with training, 36.8 per cent without training; important--32.4 per cent with training, 52.6 per cent without training; seldom important--5.4 per cent with training, 10.5 per cent without training; unimportant--no difference.

The competency which was found to have a higher degree of association between the expectations of superintendent groups than any other suggested competency, was Item 26: "An understanding that all learning is in terms of the learner's past experience." Both groups tended to agree that this competency was either important or extremely important for a provincial superintendent. Expectations were: extremely important--29.7 per cent with training, 26.3 per cent without training; important--45.9 per cent with training, 47.4 per cent without training; seldom important--24.3 per cent with training, 26.3 per cent without training; unimportant--no percentage frequency responses for either group.

The particular competency in this Competency Area which both groups rated as extremely important, according to the largest percentage frequency of responses, was Item 21: "Skill in arousing interest and in stimulating the

teacher to purposeful activity aimed at improving instruction." Percentage frequencies included 83.8 per cent with training and 89.5 per cent without training.

Promotion and Stimulation Competency Area

Expectations of superintendent groups for superintendents to possess competencies in the Promotion and Stimulation Competency Area are presented in Table XIX. The largest difference between expectations occurred for Item 32: "A knowledge of legal requirements such as the School Act, Department of Education regulations and others." Both groups strongly agreed that this competency was important or extremely important. However, superintendents with training considered this item to be extremely important more often than did superintendents without training. Expectations were as follows: extremely important--78.4 per cent with training, 52.6 per cent without training; important --16.2 per cent with training, 42.1 per cent without training; seldom important--a very small difference only; unimportant--no difference.

A trend toward a significant difference occurred between expectations of superintendent groups for Item 31: "A knowledge of the costs of a program of education." There was a tendency for both groups to agree that this suggested competency was either important or extremely important for a provincial superintendent. Superintendents with training considered this item to be extremely important more often

TABLE XIX

EXPECTATIONS OF SUPERINTENDENTS WITH AND WITHOUT TRAINING IN EDUCATIONAL ADMINISTRATION FOR SUPERINTENDENTS TO POSSESS PROMOTION AND STIMULATION COMPETENCIES
N=37 (With training) N=19 (Without training)

Item	Superintendent Groups	Percentage Frequencies				D^a	p
		Ext. Impt. 1	Impt. 2	Seld. Impt. 3	Unimpt. 4		
27	With training	59.5	35.1	5.4	0.0	0.068	>.10
	Without training	52.6	42.1	5.3	0.0		
28	With training	43.2	40.5	16.2	0.0	0.094	>.10
	Without training	52.6	26.3	15.8	5.3		
29	With training	51.4	43.2	5.4	0.0	0.156	>.10
	Without training	57.9	21.1	15.8	5.3		
30	With training	29.7	59.5	10.8	0.0	0.102	>.10
	Without training	36.8	42.1	15.8	5.3		
31	With training	51.4	45.9	2.7	0.0	0.198	>.10
	Without training	31.6	52.6	15.8	0.0		
32	With training	78.4	16.2	5.4	0.0	0.257	>.10
	Without training	52.6	42.1	5.3	0.0		
33	With training	62.2	37.8	0.0	0.0	0.095	>.10
	Without training	52.6	42.1	5.3	0.0		

[a] $D_{0.10} \geq 0.344$ for a two-tailed test.

than did superintendents without training. Expectations were as follows: extremely important--51.4 per cent with training, 31.6 per cent without training; important--45.9 per cent with training, 52.6 per cent without training; seldom important--2.7 per cent with training, 15.8 per cent without training; unimportant--no difference.

The particular Promotion and Stimulation competency which both groups of superintendents rated as being important or extremely important according to the largest percentage frequency of expectations, was Item 33: "An understanding that to improve an educational program requires improving the knowledge of the people concerned with the program. (This may include parents, teachers, school board members and others.)" This competency item was considered extremely important by 62.2 per cent with training and 52.6 per cent without training. There were 37.8 per cent with training and 42.1 per cent without training who considered the item to be important.

Guidance Competency Area

Expectations of superintendent groups for superintendents to possess Guidance competencies are presented in Table XX. No rather large differences occurred between the expectations of both groups. An unusual finding was that there were no superintendents in either group who considered one of the competency items to be extremely important. The competency was Item 36: "A knowledge of

TABLE XX

EXPECTATIONS OF SUPERINTENDENTS WITH AND WITHOUT TRAINING IN EDUCATIONAL ADMINISTRATION FOR SUPERINTENDENTS TO POSSESS GUIDANCE COMPETENCIES
N=37 (With training) N=19 (Without training)

Item	Superintendent Groups	Percentage Frequencies				D^a	p
		Ext. Impt. 1	Impt. 2	Seld. Impt. 3	Unimpt. 4		
34	With training	27.0	54.1	18.9	0.0	0.098	>.10
	Without training	36.8	42.1	21.1	0.0		
35	With training	35.1	56.8	8.1	0.0	0.129	>.10
	Without training	42.1	36.8	15.8	5.3		
36	With training	0.0	48.6	43.2	8.1	0.077	>.10
	Without training	0.0	42.1	42.1	15.8		
37	With training	48.6	45.9	5.4	0.0	0.156	>.10
	Without training	57.9	21.1	15.8	5.3		

[a] $D_{0.10} \geq 0.344$ for a two-tailed test.

various test instruments used for gathering guidance information." Both groups tended to agree that this competency was seldom important or unimportant for a provincial superintendent.

The particular Guidance competency which both groups of superintendents rated as being extremely important, according to the largest percentage frequency of expectations, was Item 37: "An understanding that as a school function the guidance program is a responsibility of the total school staff and not a responsibility of the guidance staff alone." Percentage frequencies included 48.6 per cent with training and 57.9 per cent without training.

Business Management Competency Area

Expectations of superintendent groups for superintendents to possess Business Management competencies are presented in Table XXI. Tendencies toward significant differences between expectations of both groups occurred for three competency items. The largest difference occurred for Item 42: "A knowledge of budget making." Superintendents with training strongly tended to consider this item to be important or extremely important. Superintendents without training strongly tended to consider this item to be important or seldom important. Expectations included: extremely important--35.1 per cent with training, 15.8 per cent without training; important--56.8 per cent

TABLE XXI

EXPECTATIONS OF SUPERINTENDENTS WITH AND WITHOUT TRAINING IN EDUCATIONAL ADMINISTRATION FOR SUPERINTENDENTS TO POSSESS BUSINESS MANAGEMENT COMPETENCIES
N=37 (With training) N=19 (Without training)

Item	Superintendent Groups	Percentage Frequencies				D^a	p
		Ext. Impt. 1	Impt. 2	Seld. Impt. 3	Unimpt. 4		
38	With training	8.1	37.8	43.2	10.8	0.196	>.10
	Without training	0.0	26.3	57.9	15.8		
39	With training	48.6	24.3	27.0	0.0	0.053	>.10
	Without training	47.4	26.3	21.1	5.3		
40	With training	62.2	37.8	0.0	0.0	0.158	>.10
	Without training	68.4	15.8	15.8	0.0		
41	With training	32.4	40.5	27.0	0.0	0.219	>.10
	Without training	10.5	63.2	21.1	5.3		
42	With training	35.1	56.8	8.1	0.0	0.287	>.10
	Without training	15.8	47.4	36.8	0.0		
43	With training	0.0	35.1	48.6	16.2	0.206	>.10
	Without training	5.3	10.5	47.4	36.8		
44	With training	27.0	37.8	29.7	5.4	0.088	>.10
	Without training	31.6	42.1	15.8	10.5		

[a] $D_{0.10} \geq 0.344$ for a two-tailed test.

with training, 47.4 per cent without training; seldom important--8.1 per cent with training, 36.8 per cent without training; unimportant--no difference.

The second largest difference in expectations was found for Item 41: "A knowledge of the legal responsibilities of the teacher, and required procedures in events such as accident reporting." Both groups tended to agree that this competency was important or extremely important. Expectations were: extremely important--32.4 per cent with training, 10.5 per cent without training; important--40.5 per cent with training, 63.2 per cent without training; seldom important--27.0 per cent with training, 21.1 per cent without training; unimportant--no superintendents with training, 5.3 per cent without training.

A third trend toward a significant difference in expectations was found for Item 43: "A knowledge of accounting." Both groups tended to agree that this knowledge was seldom important or unimportant. Superintendents without training considered this item to be unimportant more often than did superintendents with training. Expectations included: extremely important--no superintendents with training, 5.3 per cent without training; important--35.1 per cent with training, 10.5 per cent without training; seldom important--48.6 per cent with training, 47.4 per cent without training; unimportant--16.2 per cent with training, 36.8 per cent without training.

The particular Business Management competency which

both groups of superintendents rated as being extremely important according to the largest percentage frequency of expectations, was Item 40: "A conviction that policies, plans and decisions of a superintendent must reflect a philosophy of education." Percentage frequencies included 62.2 per cent with training and 68.4 per cent without training.

Program Evaluation Competency Area

Expectations of superintendents with and without training for superintendents to possess Program Evaluation competencies are presented in Table XXII. There were no trends toward significant differences between the expectations of superintendent groups for any of the six items.

Item 46 was: "Skill in evaluating performance of those working under his supervision." Very large percentage frequencies of both superintendent groups were found to consider this skill to be extremely important. Percentage frequencies included 91.9 per cent with training and 84.2 per cent without training.

Each of the thirty-seven responding superintendents with training considered the following two competencies to be either important or extremely important:

Item 46: "Skill in evaluating the performance of those working under his supervision." (91.9 per cent extremely important, 8.1 per cent important)

Item 48: "A knowledge of the importance of morale in

TABLE XXII

EXPECTATIONS OF SUPERINTENDENTS WITH AND WITHOUT TRAINING IN EDUCATIONAL ADMINISTRATION FOR SUPERINTENDENTS TO POSSESS PROGRAM EVALUATION COMPETENCIES
N=37 (With training) N=19 (Without training)

Item	Superintendent Groups	Percentage Frequencies				D^a	p
		Ext. Impt. 1	Impt. 2	Seld. Impt. 3	Unimpt. 4		
45	With training	62.2	35.1	2.7	0.0	0.131	>.10
	Without training	52.6	31.6	15.8	0.0		
46	With training	91.9	8.1	0.0	0.0	0.077	>.10
	Without training	84.2	10.5	5.3	0.0		
47	With training	32.4	56.8	8.1	2.7	0.102	>.10
	Without training	26.3	52.6	15.8	5.3		
48	With training	62.2	37.8	0.0	0.0	0.115	>.10
	Without training	73.7	21.1	5.3	0.0		
49	With training	24.3	62.2	13.5	0.0	0.105	>.10
	Without training	31.6	52.6	5.3	10.5		
50	With training	45.9	35.1	18.9	0.0	0.105	>.10
	Without training	42.1	31.6	15.8	10.5		

[a] $D_{0.10} \geq 0.344$ for a two-tailed test.

personnel evaluation, and of the need for the individual to maintain his feeling of security." (62.2 per cent extremely important, 37.8 per cent important)

General Interpretation of Significant Differences

No significant differences at the 0.10 level were found between the expectations of superintendent groups. However, tendencies toward significant differences occurred for several competencies.

Where tendencies toward significant differences occurred, superintendents with training tended to consider competencies requiring certain specific knowledges to be more important than did superintendents without training. Examples of these knowledges included: budget making, legal requirements, costs, literature, philosophy of education and accounting. Superintendents without training tended to consider certain beliefs and understandings to be more important than did superintendents with training. Examples of these beliefs and understandings included: belief in the usefulness of groups in problem-solving; belief that the school facility is primarily a tool to promote learning; understanding that people have the right to say what their public school program shall be; and, understanding that memorizing is not a good learning method.

Summary of Chapter VI

This chapter contained a comparison of expectations for superintendents with and without training in educational

administration for provincial superintendents to possess the fifty competencies of this study. No significant differences at the 0.10 level were found. Several trends toward significant differences occurred and were described.

Whenever trends occurred, superintendents with training tended to consider competencies requiring certain specific knowledges to be more important than did superintendents without training. Superintendents without training tended to consider certain beliefs and understandings to be more important than did superintendents with training.

CHAPTER VII

SUMMARY, IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

This chapter presents a summary of the major findings of this study, along with an assessment of some of their implications for both practice and further research.

I. SUMMARY OF MAJOR FINDINGS

Required Competencies Expected by Superintendents

The research findings of this study produced the following list of competencies which at least 80 per cent of the superintendents expected a provincial superintendent in Alberta to possess.

"Skill in getting people to work harmoniously as a functioning and purposeful group."

"Skill in leading group discussions without dominating the thinking and forcing conclusions."

"A belief in the usefulness of groups in the solving of common problems."

"A knowledge of other school problems (local, provincial and national)."

"An understanding that people have the right to say what their public school program shall be."

"An understanding that the school must logically reflect

the community within which it exists."

"Skill in getting and using expert opinion when curriculum questions arise."

"A belief that the lay man can do effective thinking and, when informed, can make intelligent decisions."

"A knowledge of theories of learning."

"A belief that the school facility is primarily a tool to promote learning."

"A concern for the emotional well-being and success attitudes of the learners."

"Skill in arousing interest and in stimulating the teacher to purposeful activity aimed at improving instruction."

"A conviction that educational programs must logically reflect the culture within which they exist."

"A feeling that non-learning and arrested growth are frequently associated with health and/or emotional problems, rather than a lack of intelligence."

"A knowledge of the literature and philosophy of education in general and of educational administration in particular."

"Skill in working with community members to promote a better understanding of the educational program."

"Skill in identifying the 'power structure,' i.e., key influential persons or groups, within the community."

"A belief that people will support more vigorously an educational program they have helped to plan."

"A feeling that decisions made by informed groups are, in general, more accurate than individual decisions."

"A knowledge of the costs of a program of education."

"A knowledge of legal requirements such as the School Act, Department of Education regulations and others."

"An understanding that to improve an educational program requires improving the knowledge of the people concerned with the program. (This may include parents, teachers, school board members and others.)"

"Skill in cooperating with teachers and school personnel in setting up an adequate guidance program."

"A belief that all persons need, at times and in various ways, to have some guidance."

"An understanding that as a school function the guidance program is a responsibility of the total school staff and not a responsibility of the guidance staff alone."

"A conviction that policies, plans and decisions of a superintendent must reflect a philosophy of education."

"A knowledge of budget making."

"Skill in providing methods and techniques of gathering information which reflect program strengths or weaknesses."

"Skill in evaluating performance of those working under his supervision."

"A desire that all members of the community understand the aims, needs, strengths and problems of the school."

"A knowledge of the importance of morale in personnel evaluation, and of the need for the individual to maintain his feeling of security."

"An understanding that democracy requires that those

being evaluated have a say in the outcome."

The above list of required competencies as expected by superintendents tended to emphasize the importance of certain attitudes which superintendents are required to possess. Other generalizations were difficult to make because of the large number and varied nature of the required competencies. Of the thirty-two required competencies included in the list, eleven were attitudes, nine were skills, seven were knowledges and five were understandings.

The Promotion and Stimulation Competency Area was ranked highest by superintendents on the bases of frequency and percentage frequency responses for required competencies for each Competency Area. Competency Areas which contained required competencies related to skills involving an understanding of human behaviour tended to be ranked higher than Competency Areas which contained more technical competencies requiring specific expertise. An interesting question for further research would be to attempt to find whether required competencies related to skills involving an understanding of human behaviour are more frequently possessed by superintendents than are required competencies involving specific expertise.

Required Competencies Expected by Chairmen

The research findings of this study produced the following list of competencies which at least 80 per cent

of the chairmen expected a provincial superintendent in Alberta to possess.

"Skill in getting people to work harmoniously as a functioning and purposeful group."

"Skill in leading group discussions without dominating the thinking and forcing conclusions."

"A knowledge of other school problems (local, provincial and national)."

"Skill in getting and using expert opinion when curriculum questions arise."

"A belief that the lay man can do effective thinking and, when informed, can make intelligent decisions."

"A knowledge of theories of learning."

"A belief that the school facility is primarily a tool to promote learning."

"A concern for the emotional well-being and success attitudes of the learners."

"Skill in arousing interest and in stimulating the teacher to purposeful activity aimed at improving instruction."

"A feeling that non-learning and arrested growth are frequently associated with health and/or emotional problems, rather than a lack of intelligence."

"A knowledge of the subject matter being taught in the schools of his school district."

"A knowledge of the literature and philosophy of education in general and of educational administration in particular."

"Skill in working with community members to promote a

better understanding of the educational program."

"A knowledge of the costs of a program of education."

"A knowledge of legal requirements such as the School Act, Department of Education regulations and others."

"An understanding that to improve an educational program requires improving the knowledge of the people concerned with the program. (This may include parents, teachers, school board members and others.)"

"Skill in cooperating with teachers and school personnel in setting up an adequate guidance program."

"A conviction that policies, plans and decisions of a superintendent must reflect a philosophy of education."

"Skill in providing methods and techniques of gathering information which reflect program strengths or weaknesses."

"Skill in evaluating performance of those working under his supervision."

"A knowledge of the importance of morale in personnel evaluation, and of the need for the individual to maintain his feeling of security."

The list of required competencies expected by chairmen tended to emphasize the importance of certain skills and knowledges which superintendents were required to possess. Other generalizations were difficult to make because of the large number and varied nature of the required competencies. Of the twenty-one required competencies included in this list, eight were skills, seven were knowledges, five were attitudes and one was an

understanding.

The Instructional Improvement Competency Area and the Promotion and Stimulation Competency Area were ranked highest by chairmen on the bases of frequency and percentage frequency responses for required competencies for each Competency Area. Competency Areas which were highest ranked according to chairmen expectations, tended to contain required competencies related to supervisory tasks within the school system. Chairmen tended to expect superintendents to possess required competencies which would enable them to facilitate improvement of the educational program.

Required Competencies Agreed Upon by Chairmen and Superintendents

When the collective expectations of chairmen and superintendents were analyzed, a list of required competencies was constructed which was almost identical to the list developed as a result of chairmen expectations only. One exception was Item 24: "A knowledge of the subject matter being taught in the schools of his school district." This particular item was not included in the list collectively agreed upon by chairmen and superintendents. All other competencies in the chairmen list were included in the collective list.

The possibility exists that chairmen are not fully aware of the tasks and the nature of tasks which superin-

tendents are expected to perform. This observation is made because superintendents expected the provincial superintendent to possess thirty-two required competencies as compared to the twenty-one expected by chairmen. With the exception of one competency, superintendents agreed with all required competencies expected by chairmen. In addition, superintendents expected twelve other required competencies. A suggestion is that superintendents are probably the best reference group to consult concerning the general problem of this study. If this suggestion is correct, the difference between expectations is understandable. However, further research findings are required before this observation can be fully justified.

Ranks were assigned to each Competency Area on the bases of frequency and percentage frequency responses as agreed upon by chairmen and superintendents collectively for required competencies for each Competency Area. The Promotion and Stimulation Competency Area was found to be the highest ranked in both instances. The Competency Areas which were ranked highest as agreed upon by chairmen and superintendents tended to contain required competencies related to the performance of supervisory tasks by a provincial superintendent.

Significant Differences Between Chairmen and Superintendents

Six differences occurred between chairmen and superintendent expectations which were significant at the

0.10 level or greater.

Superintendents considered the following three competencies to be extremely important significantly more often than did chairmen.

Item 17: "A concern for the emotional well-being and success attitudes of the learners." (0.10 level)

Item 28: "Skill in identifying the 'power structure,' i.e., key influential persons or groups within the community." (0.10 level)

Item 39: "A belief that school administration exists wholly for the purpose of furthering the achievement of educational aims of the community." (0.10 level)

Chairmen considered the following two competencies to be extremely important significantly more often than did superintendents.

Item 24: "A knowledge of subject matter being taught in the schools of his school district." (0.01 level)

Item 34: "Skill in cooperating with teachers and school personnel in setting up an adequate guidance program." (0.05 level)

Superintendents considered one competency to be seldom important significantly more often than did chairmen. The competency was Item 36: "A knowledge of various test instruments used for gathering guidance information." (0.10 level)

Where significant differences and trends toward significant differences occurred between chairmen and

superintendent expectations, chairmen tended to emphasize the extreme importance of certain knowledges, whereas superintendents tended to emphasize the extreme importance of certain beliefs and concerns.

Significant Differences Between Superintendent Groups

No differences were significant at the 0.10 level between expectations of superintendents with training in educational administration and superintendents without such training. However, several trends toward significant differences occurred between expectations of superintendent groups.

When trends occurred, superintendents with training tended to consider the following competencies requiring certain specific knowledges to be extremely important more often than did superintendents without training.

"A knowledge of the literature and philosophy of education in general and of educational administration in particular."

"A knowledge of legal requirements such as the School Act, Department of Education regulations and others."

"A knowledge of costs of a program of education."

"A knowledge of the legal responsibilities of the teacher, and required procedures in events such as accident reporting."

"A knowledge of budget making."

One trend appeared to be that superintendents

without training tended to consider certain beliefs and understandings to be extremely important more often than did superintendents with training. Expectations for the following competencies seem to illustrate this trend.

"A belief in the usefulness of groups in the solving of common problems."

"An understanding that people have the right to say what their public school program shall be."

"An understanding that memorizing the results of the thinking of others is not a very good way to learn skill in thinking."

"A belief that the school facility is primarily a tool to promote learning."

Whether or not a superintendent has received training in educational administration appeared to be a factor to be considered when attempting to explain the tendencies toward significant differences between the expectations of superintendent groups for some of the competencies.

II. IMPLICATIONS

In this section, an assessment is presented of some of the implications of the research findings of this study for both practice and further research.

Implications for Superintendents

The findings of this study have indicated that chairmen and superintendents agreed in their expectations

that certain competencies are required by an Alberta provincial superintendent. Present superintendents have access to this limited list of required competencies as a result of this study. Consulting this list for purposes of self-assessment may result in the identification of previously unrecognized strengths or weaknesses. This identification may lead to more effective performance by superintendents through greater utilization of strengths and correction of weaknesses.

Educational administrators who are not superintendents at this time but who wish to become superintendents in the future will have access to the limited list of required competencies which was developed as a result of this study. By consulting these research findings, an individual may be able to assess his suitability to pursue such a position.

Implications for School Boards

An implication of this research for Alberta school boards is that they might wish to use the required competencies agreed upon according to chairmen and superintendent expectations when constructing a candidate's interview. The Competency Pattern of an Alberta superintendent as expected by chairmen and superintendents in this study can provide a limited but useful foundation for Alberta school boards interested in making an appointment of a superintendent. Furthermore, school board members

might wish to consult the expectations of chairmen and superintendents for the required competencies of an Alberta superintendent when assessing the present performance of their superintendent of schools. The probability of a more accurate assessment of the competencies of the present superintendent could be increased on the basis of these research findings.

Implications for the Alberta Department of Education

The Alberta Department of Education presently appoints the majority of school superintendents in the province. The Department of Education might wish to use the required competency findings of this study to assist in the process of selecting future provincially appointed superintendents.

Implications for Preparation Programs

Educational administration preparation programs are usually designed to help new and experienced administrators to increase their required competencies in educational administration. The findings of this study or the method used to obtain the findings may be of some small value to some preparation program or programs which are directly concerned with identification of required competencies for educational administrators.

Suggestions for Further Research

Several specific ideas for further research are as

follows:

1. More research must be performed before a comprehensive Competency Pattern can be described for Alberta superintendents. Principals, school board members, locally appointed superintendents and assistant superintendents are four reference groups which were not included in this study.

2. Many additional competencies could be suggested in future studies of the superintendent, in accordance with the Competency Pattern concept.

3. Further knowledge of required competencies could be gained by analyzing the expectations of various reference groups for required competencies to be possessed by other educational administrators such as assistant superintendents, principals and assistant principals.

4. This research has focused upon expectations and has ignored perceptions of required competencies believed to be actually possessed by superintendents. A study of perceptions of required competencies believed to be possessed by provincial superintendents could be a valuable extension of this study.

5. A suggestion which could be useful is to study the required competencies of superintendents in different provinces or states in an attempt to build a more comprehensive Competency Pattern for school superintendents in general.

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APPENDIX A

QUESTIONNAIRE

QUESTIONNAIRE

EXPECTATIONS OF SUPERINTENDENTS AND SCHOOL BOARD CHAIRMEN FOR REQUIRED COMPETENCIES OF THE SCHOOL SUPERINTENDENT

Directions: Below are listed a number of suggested "required competencies" i.e. skills, attitudes, knowledges or understandings that are believed necessary to enable a superintendent to perform the critical tasks of his job.

To the right of each item are the numbers 1 2 3 4. Please circle the number which best indicates your considered opinion of the importance of possessing the suggested competency for a provincially appointed school superintendent in Alberta. The numbers indicate the following opinions:

1. Extremely important. A competency which absolutely must be possessed by the superintendent.
2. Important. A competency which preferably should be possessed by the superintendent.
3. Occasionally important. A competency which is occasionally important for a superintendent to possess.
4. Unimportant. A competency which is not required by a superintendent.

COMPETENCY AREA: COOPERATIVE ENDEAVOUR

1.	Skill in getting people to work harmoniously as a functioning and purposeful group	1	2	3	4
2.	Skill in leading group discussions without dominating the thinking and forcing conclusions	1	2	3	4
3.	A belief in the usefulness of groups in the solving of common problems	1	2	3	4
4.	A desire to be governed by facts even when they challenge a religious (or other) belief	1	2	3	4
5.	A knowledge of other school problems (local, provincial and national)	1	2	3	4
6.	A knowledge of research procedures	1	2	3	4
7.	An understanding that people have the right to say what their public school program shall be	1	2	3	4
8.	An understanding that the school must logically reflect the community within which it exists	1	2	3	4

COMPETENCY AREA: CURRICULUM DEVELOPMENT

9.	Skill in getting and using expert opinion when curriculum questions arise	1	2	3	4
10.	A feeling that the project method of learning is the most effective method available for training the kind of citizens needed for our future	1	2	3	4
11.	A belief that the lay man can do effective thinking and, when informed, can make intelligent decisions	1	2	3	4
12.	A knowledge of theories of learning	1	2	3	4
13.	A knowledge of the nature of important world problems	1	2	3	4
14.	An understanding that memorizing the results of the thinking of others is not a very good way to learn skill in thinking	1	2	3	4

COMPETENCY AREA: LEARNING AND WORKING ATMOSPHERE

15.	Skill in recognizing the need for the repair, upkeep, and general maintenance of the educational facilities	1	2	3	4
16.	A belief that the school facility is primarily a tool to promote learning	1	2	3	4
17.	A concern for the emotional well-being and success attitudes of the learners	1	2	3	4
18.	A knowledge of the proper care and maintenance requirements for the physical plant, equipment and supplies	1	2	3	4
19.	An understanding that there is danger of distorting the purpose of the school through excessive interest in activities such as athletics and social events	1	2	3	4
20.	An understanding that quality equipment is essential because of the normal misuse caused by learner inexperience	1	2	3	4

COMPETENCY AREA: INSTRUCTIONAL IMPROVEMENT

21.	Skill in arousing interest and in stimulating the teacher to purposeful activity aimed at improving instruction	1	2	3	4
22.	A conviction that educational programs must logically reflect the culture within which they exist	1	2	3	4
23.	A feeling that non-learning and arrested growth are frequently associated with health and/or emotional problems, rather than a lack of intelligence	1	2	3	4
24.	A knowledge of the subject matter being taught in the schools of his school district	1	2	3	4
25.	A knowledge of the literature and philosophy of education in general and of educational administration in particular	1	2	3	4
26.	An understanding that all learning is in terms of the learner's past experience	1	2	3	4

COMPETENCY AREA: PROMOTION AND STIMULATION

27.	Skill in working with community members to promote a better understanding of the educational program	1	2	3	4
28.	Skill in identifying the "power structure", i.e. key influential persons or groups, within the community	1	2	3	4
29.	A belief that people will support more vigorously an educational program they have helped to plan	1	2	3	4
30.	A feeling that decisions made by informed groups are, in general, more accurate than individual decisions	1	2	3	4
31.	A knowledge of the costs of a program of education	1	2	3	4
32.	A knowledge of legal requirements such as the School Act, Department of Education regulations and others	1	2	3	4
33.	An understanding that to improve an educational program requires improving the knowledge of the people concerned with the program. (This may include parents, teachers, school board members and others.)	1	2	3	4

COMPETENCY AREA: GUIDANCE

34.	Skill in cooperating with teachers and school personnel in setting up an adequate guidance program	1	2	3	4
35.	A belief that all persons need, at times and in various ways, to have some guidance	1	2	3	4
36.	A knowledge of various test instruments used for gathering guidance information	1	2	3	4
37.	An understanding that as a school function the guidance program is a responsibility of the total school staff and not a responsibility of the guidance staff alone	1	2	3	4

COMPETENCY AREA: BUSINESS MANAGEMENT

38.	Skill in providing for useful inventories of equipment and material	1	2	3	4
39.	A belief that school administration exists wholly for the purpose of furthering the achievement of educational aims of the community	1	2	3	4
40.	A conviction that policies, plans and decisions of a superintendent must reflect a philosophy of education	1	2	3	4
41.	A knowledge of the legal responsibilities of the teacher, and required procedures in events such as accident reporting	1	2	3	4
42.	A knowledge of budget making	1	2	3	4
43.	A knowledge of accounting	1	2	3	4
44.	An understanding that administrative records and record keeping are not defensible except as they serve to facilitate the learning process	1	2	3	4

COMPETENCY AREA: PROGRAM EVALUATION

45.	Skill in providing methods and techniques of gathering information which reflect program strengths or weaknesses	1	2	3	4
46.	Skill in evaluating performance of those working under his supervision	1	2	3	4
47.	A desire that all members of the community understand the aims, needs, strengths and problems of the school	1	2	3	4
48.	A knowledge of the importance of morale in personnel evaluation, and of the need for the individual to maintain his feeling of security	1	2	3	4
49.	An understanding that democracy requires that those being evaluated have a say in the outcome	1	2	3	4
50.	An understanding that evaluation must be desired if it is to be really effective	1	2	3	4

SUPERINTENDENTS ONLY

1. I possess a Diploma, a Master's Degree or a Doctoral Degree in Educational Administration. Yes_____ No _____
2. For how many years have you been a teacher or educational administrator? (Count this year as one.) _____
3. For how many years have you been a superintendent? (Count this year as one.) _____
4. For how many years have you held an administrative position in education? (Count this year as one.) _____
5. How many years of post-secondary education do you have? _____

CHAIRMEN ONLY

1. For how many years have you served as a school board or school committee member? (Count this year as one.) _____
2. For how many years have you served as a school board or school committee chairman? (Count this year as one.) _____
3. Please state your present occupation. _____

APPENDIX B

LETTER TO SUPERINTENDENTS

121 Michener Park,
Edmonton 70, Alberta,
February 11, 1969.

Dear Sir:

Your cooperation is requested in connection with a research study which attempts clarification of required competencies for the provincially appointed superintendent. This project has the approval of my advisor Dr. E. A. Holdaway, Department of Educational Administration, University of Alberta. A copy of the questionnaire and a brief explanation of the project was forwarded to Dr. R. E. Rees, and I understand that Dr. E. J. M. Church has contacted you about this matter.

Will you please complete the enclosed questionnaire at your earliest convenience and return it in the self-addressed, stamped envelope provided. Your assistance is vital to the study.

The data obtained from the questionnaire will be kept confidential as to source. The responses of individual superintendents will not be divulged; only compilations of responses will be used. A copy of the findings will be sent to all participating superintendents.

I will be very grateful for your assistance in this study.

Yours truly,

Lloyd Campbell.

APPENDIX C

LETTER TO CHAIRMEN

121 Michener Park,
Edmonton 70, Alberta,
February 11, 1969.

Dear Sir;

Your cooperation is requested in connection with a research study which attempts to describe the competencies required by a provincially appointed school superintendent. The Executive Secretary of the Alberta School Trustees' Association is interested in this project and has assisted me in the construction of the questionnaire. Dr. E. A. Holdaway, Department of Educational Administration, University of Alberta, is my staff advisor and has also approved this project. Your assistance is vital to the study.

Will you please complete the enclosed questionnaire at your earliest convenience and return it in the self-addressed, stamped envelope provided. All replies are strictly confidential as to source. Only compilations of responses will be used. A copy of the findings will be sent to all participating chairmen.

I will be very grateful for your assistance in this study.

Yours truly,

Lloyd Campbell.

APPENDIX D

FOLLOW-UP LETTER

121 Michener Park,
Edmonton 70, Alberta,
February 26, 1969.

Dear Sir:

On February 11th, a questionnaire pertaining to the competencies of the Alberta provincial superintendent was forwarded to you. If you have completed it and returned it to me, please accept my thanks. However, if you have not yet done so, may I make an urgent request that you send it at the earliest possible moment? I cannot over-emphasize the importance of your participation to this study.

If you have not received the questionnaire, or if it has been misplaced, will you kindly advise me so that I can send another. Thank you for giving this matter your attention.

Yours sincerely,

Lloyd A. Campbell